ADVOCACY TOOLKIT

Practical action in *advocacy*

ROOTS: Resourcing Organisations with Opportunities for Transformation and Sharing

2

TEARFUND

ROOTS resources

ROOTS resources 2

Advocacy Toolkit:
Practical action in advocacy

by Graham Gordon

Editor: Rachel Blackman

Cover illustration: Adept Design

Design: Wingfinger

The author wishes to thank Siobhan Calthrop, Ian Chandler, Andy Atkins, David Evans, Dewi Hughes and Bryan Evans for their input. Thanks also to all of the Tearfund partners who have contributed their case studies and understanding to help produce this Toolkit.

If you wish to give feedback on this Toolkit or have suggestions for additional tools, please contact the Public Policy Team Administrator (ppadministrator@tearfund.org). Knowing how Tearfund's resources are used by Partners and other organisations helps us to improve the quality of future resources. The Public Policy Team may put updates and material which supplements this Toolkit on the Tearfund website (www.tearfund.org) from time to time.

ISBN 1 904364 00 4

Published by Tearfund. A company limited by guarantee.
Registered in England No 994339. Registered Charity No 265464.

Tearfund is an evangelical Christian relief and development agency working through local partners to bring help and hope to communities in need around the world.

Tearfund, 100 Church Road, Teddington, TW11 8QE, UK

Tel: +44 20 8977 9144

Practical action in advocacy

by Graham Gordon

Contents

C

Practical action

Part C of the *Advocacy Toolkit* is for planning an advocacy activity, whether large or small. The format of Part C is different from Parts A and B. It is a guide that you can work through step by step to plan an advocacy strategy. The Introduction gives an overview of the planning process and what a Summary Advocacy Strategy may look like. The following sections tackle each of the five parts of the planning cycle in detail. Part C consists mainly of tools to help you with the planning at each stage, but there are also some exercises to help you think through some of the issues

Before tackling Part C, it is important to check that you understand the 'what' and 'why' of advocacy, covered in Parts A and B. If you can answer the questions below it is likely that you are ready to proceed with more detailed planning. If there are questions that you do not feel you can answer confidently, we suggest you address these before starting to work through Part C.

Check-list of questions

- What is advocacy? (SECTION A2)
- What are we aiming for when doing advocacy? (SECTIONS A1, A3, A4)
- What are the advantages and disadvantages of an advocacy approach to development? (SECTION A3)
- To whom are we accountable and who do we represent? (SECTION A4)
- What are the different sources of power or influence and how do they operate? (SECTION A5)
- What does the Bible say about advocacy? (SECTION B2)
- In what way is Jesus a model for our advocacy? (SECTION B3)
- How can Christians become involved in advocacy work? (SECTION B4)

The advocacy cycle is suitable for all types of advocacy work and following it will improve your chances of success. The five sections in Part C explain the five steps in the advocacy cycle, from identifying the issue at the start, to evaluation at the end. These five stages lead into one another, but you may need to keep going back to previous stages if you want to gather more information or change your methods.

The actual time for planning and doing advocacy work will vary, depending on the urgency and complexity of a particular issue, the amount of information needed and the advocacy methods chosen. The basic process outlined in the introduction provides a framework and the main questions to address for an immediate response to an issue. You will need to work through each section in more detail for issues requiring a more long-term response.

Introduction: The advocacy cycle

Description This section introduces the process of advocacy planning and identifies the various stages involved. It then suggests a Summary Advocacy Strategy template and provides some examples where this has been used.

Learning objectives By the end of the section, participants will:

- **understand the stages in an advocacy planning process**
- **understand the basic components of a Summary Advocacy Strategy.**

Links This section provides the basic outline for SECTIONS C1 to C5.

Exercises

EXERCISE 1 The advocacy cycle

Aim **To devise an advocacy planning cycle in a participatory way.**

Methods Flashcards, plenary discussion

Handout The advocacy cycle

Display a large sheet with a circle drawn on it. Participants brainstorm the key stages or activities in an advocacy planning process onto flashcards and then place the cards around the circle on the paper in a logical sequence, grouping cards together where necessary. Draw round the key groups of cards that represent the stages in the Tearfund advocacy cycle and present the advocacy cycle handout.

EXERCISE 2 Summary Advocacy Strategy

Aim **To devise an advocacy strategy.**

Methods Plenary discussion, buzz groups

Handouts The advocacy cycle
Summary Advocacy Strategy template and examples
Quick and easy overview

Ask why a written advocacy strategy is necessary. Introduce the idea that a full strategy document is needed for your own advocacy work, and a summary strategy is required for communities, allies and donors. Brainstorm in plenary what the essential components of a summary strategy document would be. Present Tearfund's suggested template and compare with the participants' ideas. Distribute summary strategy examples. The 'quick and easy overview' handout lists the basic questions that should be asked when formulating a strategy.

Key points

- A strategy is needed to ensure that people are focused on the problem and to show the route that will be taken to address it.
- Communities need to know the strategy that will be taken to ensure accountability. Allies might need it to ensure effective participation. Donors may need it for approval of funds.
- A full strategy may be short (a few pages), but a summary strategy is no substitute for doing the work thoroughly.
- A strategy helps to clarify goals, objectives and methods of measuring success.
- A strategy helps to understand risks and assumptions.
- A strategy helps when allocating resources and responsibilities.

Using the handouts

We suggest that all of the information and planning is presented as a Summary Advocacy Strategy in a table, as shown on page 10. This enables you to see the advocacy strategy at a glance, but it should not replace writing out a full strategy.

At the bottom of each column are details of where the stages are covered in Part C of this Toolkit.

Also included are three examples of Summary Advocacy Strategies for advocacy work that has actually taken place.

HANDOUT The advocacy cycle

An advocacy initiative can be divided into stages, although in practice these overlap. The time it takes to complete all the stages and the necessary detail will vary greatly, depending on the urgency and complexity of a particular issue, the amount of information needed to be able to act, and the advocacy methods chosen. The basic advocacy cycle is:

1 Issue identification
Identify the problem that needs to be addressed.

2 Research and analysis
Gather the necessary information and ensure that the causes and effects of the problem are understood.

3 Planning
When advocacy has been identified as an appropriate way of addressing the problem, a strategy needs to be formulated. This includes the goal, objectives, success indicators, means of measurement, targets, allies, methods and activities, risks and assumptions, time-scale and responsibilities.

4 Action
Take action, using the range of methods and activities available. This will need to be agreed and co-ordinated with all those involved.

5 Evaluation
Monitor actions and evaluate the results throughout the cycle and decide what further action is appropriate or how advocacy could be done differently in the future.

HANDOUT **Summary Advocacy Strategy**

Explanation of issue
See SECTION C1: Issue identification and SECTION C2: Research and analysis

GOAL	OBJECTIVES	SUCCESS INDICATORS	MEANS OF MEASUREMENT	TARGETS	ALLIES AND OPPORTUNITIES	METHODS AND ACTIVITIES	RISKS AND ASSUMPTIONS	TIME-SCALE	RESPONSIBILITY
C3.2 Planning: What are you trying to do?	**C3.2 Planning:** What are you trying to do?	**C3.3 Planning:** Measuring success **C5 Evaluation**	**C3.3 Planning:** Measuring success **C5 Evaluation**	**C3.4 Planning:** Stakeholder mapping and analysis	**C3.5 Planning:** Stakeholder mapping and analysis **C4.2 Action:** Networking	**C3.5 Planning:** Choosing methods **C4.1–C4.4 Action**	**C3.6 Planning:** Understanding risks and assumptions	**C3.7 Planning:** Action planning	**C3.7 Planning:** Action planning

HANDOUT

Summary Advocacy Strategy

Mosquito Coast, Honduras – destruction of livelihoods (see SECTION A6 for case study)

The Issue Planned dam could reduce food production, restrict transportation, threaten land rights, and the region would be the last to benefit from any electricity produced. Tearfund Partner MOPAWI is working with the community there.

GOAL	OBJECTIVES	SUCCESS INDICATORS	MEANS OF MEASUREMENT	TARGETS	ALLIES AND OPPORTUNITIES	METHODS AND ACTIVITIES	RISKS AND ASSUMPTIONS	TIME-SCALE	RESPONSIBILITY
Protect livelihoods of people living in Mosquito Coast	Stop dam being built in its current location (undertake environmental study and also consider alternatives)	Dam plans abandoned Alternative proposals for electricity generation proposed	Lack of existence of dam Analyse written reasons for abandoning dam Analyse any plans by government for alternatives	Honduran government Construction companies Potential donors	Locally: • indigenous and environmental groups Internationally: • Tearfund • environmental NGOs • other donors	Meetings with government and construction companies Radio programmes Mobilising network Public forum Environmental study: 18 months	Threat to safety from those with vested interests	By Jan 1999	Osvaldo Munguia: Director, MOPAWI Tearfund Latin America Team
	Increase control in decision-making by community (granting communal land rights and increasing consultation)	Communal land rights granted to local people Patuca region gains protected area status Increased consultation with local community by government	Research into whether land rights and status of Patuca region protected by law Count number of invitations to consultations	National government Local community groups	Indigenous and environmental groups	Public forum Lobbying meetings Information meetings to mobilise community		As soon as possible	MOPAWI Environmental groups
	Increase MOPAWI advocacy capacity	MOPAWI able to implement this strategy and produce on other issues in future	Monitor activity chart to check whether implemented Evaluate impact	MOPAWI	Tearfund Advocacy co-ordinator	Advice from Tearfund advo-cacy department Information gathering	Staff will be too busy and will neglect other projects	As soon as possible	Osvaldo Munguia

HANDOUT **Summary Advocacy Strategy**

Delhi, India – slum conditions (see SECTION A2 for case study)

The Issue Poor conditions in slums in Delhi including poor housing and lack of access to water. Tearfund partner ASHA is working with the women in the slums to address the problems.

GOAL	OBJECTIVES	SUCCESS INDICATORS	MEANS OF MEASUREMENT	TARGETS	ALLIES AND OPPORTUNITIES	METHODS AND ACTIVITIES	RISKS AND ASSUMPTIONS	TIME-SCALE	RESPONSIBILITY
Improve the lives of people in the slums through a focus on health-related issues	ASHA to provide basic services in the slums	Resources from government for service provision Healthcare and other services which are accessible to all people in slums Better health in slums	Amount of resources given by government Number of clinics, water taps, latrines etc per 10,000 people Measure key health indicators (eg: infant mortality)	National and local government departments Slumlords	Slum dwellers Churches Other NGOs Public representatives Government Other citizens	Lobby government officials Speak to those in the slums who feel threatened by women organising themselves	Lose some financial support from govern-ment ASHA has to stop working in slums Threat to personal security from those who feel they are losing control	Linked to progress in education and training	ASHA initially, then *Mahila Mandals* (women's action groups)
	Rebuild a slum	New houses and services Co-operative organising the slum Loans repaid	Number of services provided Count houses built Level of debt	Oriental Bank for low cost loans Slumlords Public representatives Government departments	National government which supports the existing work Women in other slums	Lobby bank Build good relationships with slum lords Mobilise families	Families lose hope Slumlords stop progress	Two years	ASHA and families
	Empower women in the slums to gain confidence and experience to tackle problems themselves	Women organise and analyse problems Women plan appropriate intervention	Analyse advocacy strategy Talk to women Count number of lobbying activities	Women in slums Husbands Slums leaders	Education and health workers Local government Women in other slums	Training and education to build experience and confidence in analysis and lobbying	Women resented by men for political role	As soon as possible	ASHA

HANDOUT **Summary Advocacy Strategy**

ARM working with the Batwa in Burundi – access to land and education (see SECTION A2 for case study)

The Issue The Batwa people group are often denied access to primary education and land because their ethnic identity is discriminated against. Tearfund partner ARM works with the Batwa people.

GOAL	OBJECTIVES	SUCCESS INDICATORS	MEANS OF MEASUREMENT	TARGETS	ALLIES AND OPPORTUNITIES	METHODS AND ACTIVITIES	RISKS AND ASSUMPTIONS	TIME-SCALE	RESPONSIBILITY
Improve standards of living of Batwa people	All Batwa have access to primary education	High percentage of Batwa complete primary education No Batwa excluded from school due to ethnic identity	Look at school enrolment records Survey of educational levels in Batwa communities	National and local government Some schools	Churches International NGOs Human rights groups, Batwa leaders Teachers	Lobby schools and government to let Batwa into all schools Build new schools	Diversion of time from project work Unpopularity leading to removal of funds	Immediate for building schools and providing temporary support Advocacy ongoing	ARM and Batwa Possibly international NGOs
	All Batwa to have land on which to build a house and cultivate	Each Batwa family has plot of land	Look at local government policy and legal documents	Local government Local community leaders	Churches NGOs	Lobby local government Speak to local leaders	Increased resentment in local area Batwa removed by force	As soon as possible	ARM and Batwa
	Churches to overcome prejudice and work with Batwa	Batwa accepted in churches Batwa integrated into communities	Attendance at churches Number of Batwa in positions of leadership	Churches Local community leaders Batwa leaders	NGOs Local authority Batwa leaders	Workshops Skills training for Batwa	Resentment by churches and others in local community	Ongoing	ARM and Batwa

HANDOUT Quick and easy overview

The questions below provide a quick reference guide for the first three stages of the advocacy cycle. This overview can help you to see the type of information you need and enable you to select the right tools, but it is no substitute for using the proper tools developed in SECTIONS C2 and C3.

Issue / problem
SECTION C1

What is the problem?
Is it serious? Is it urgent?

Effects
SECTION C2

What are the effects of the problem?
How does the problem affect the poorest / the church? Does it have a great effect on certain groups? If so, who and how? Do you have enough information?

Causes
SECTION C2

What are the root causes of the problem?
What is the role of the policies and practices of the national government? What is the role of churches and other groups? What contribution is made by cultural factors and environmental factors? Are the poor able to participate in decision-making?

Potential solutions
SECTION C3

What do you think needs to be done?
What are your proposals? What are their advantages and disadvantages? Can you defend your position? Are your proposals realistic? How will you measure success? Do you have a clear plan about how change will come about?

Targets
SECTION C2

Who has the power to do something to bring about change?
Government, churches, businesses, community leaders? Do you have access to them? Are they open to discussion? Do they agree they have responsibility for change? Are they able to do something?

Potential allies
SECTION C2

Who is trying to address the situation at the moment?
Can you work with them? Is their activity effective? What may need to change? Are there people who are not yet addressing the issue, but could be persuaded to help you?

Risks and assumptions
SECTION C3

What risks are there in getting involved in advocacy?
What have you done to reduce the risks? What are the risks if you do not try to address the issue using advocacy work? What assumptions have you made about the causes and effects of the problem, about those in power, and about your own abilities?

Methods
SECTION C4

What methods can you use?
Are you confident in using them? Have they worked before? Are there alternatives? Do you have the skills and resources to use them well?

Issue identification

Description

The first step before any development intervention is usually to identify the issue that needs to be addressed. Development projects, advocacy initiatives and education are ways to address the problem. Only through analysing the causes of the problem will communities be able to see which interventions will be the most appropriate.

The issue may be quite obvious, such as lack of land or unaffordable education. However, sometimes it is not immediately clear and a community or group needs to go through a process of identifying their needs and the issues they want to address.

Learning objectives

By the end of the section, participants will be able to:

- **reflect on the role of outsiders in identifying a problem and solution**
- **identify key issues and needs in their area**
- **prioritise these issues.**

Links

This is closely linked with SECTION C2 (Research and analysis). In practice, the two sections will often overlap. It is also linked to SECTION A4 (Good practice in advocacy).

EXERCISE 3 How to approach a community

A role play adapted from *Training for Transformation: Book 1,* p94

Aim **To show that leaders or facilitators need to trust people's insights into their own problems.**

Role play 1

Four villagers are waiting for a meeting to begin. The community development officer (CDO) comes in, clearly in a hurry to proceed, and greets everyone. The CDO asks each person how they are and each speaks of a different problem that is troubling them, such as unemployment, a drunken husband or no clean water. The CDO hardly listens and then starts the meeting by saying that the village needs a clinic and that there is money set aside from the local government. However, the CDO tells them that they will need to lobby hard to get it. The CDO instructs one villager to organise a public meeting to raise awareness, another to persuade her husband (the pastor) to go to the local government and ask for the money, and another to go and speak to a similar group in the next village to find out about similar experiences. During the meeting, one of the villagers becomes more passive, one gets sleepy, one looks out of the window, one argues with the CDO but gives up quickly and so on.

Role play 2

A different CDO comes to a different village and greets the members waiting for the meeting to begin. This time the CDO listens carefully to each person's issues, questions them a bit and agrees that they need to discuss the problems at this meeting. Each participant is asked what they think is the most pressing issue in the village. One says there are too many drunks in the village and this is a threat to the children – and suggests they approach the church and bars to help. A second villager agrees with the first one but the third one disagrees and proposes a water pump because the main need is lack of clean water. The CDO is not convinced that tackling drunkenness is the main priority, but listens and questions some more. Eventually, all villagers agree that tackling drunkenness is the best idea, and they start planning who will approach the bar owners, how the church can help and so on.

The facilitator should lead a discussion using the following questions:

Questions for discussion

- How did the CDO behave in each village?
- How did the villagers react in each situation?
- What are the advantages and disadvantages of each approach?
- After 6 months, what do you think would have happened in the two different cases?
- In real life, which approach have you seen most often? What have been the consequences?
- Which approach is better?

Key points

- Solutions and understanding from the outside will not lead to empowerment of those involved and is unlikely to lead to a lasting solution.
- To empower people, a facilitator needs to listen to others, question them and go along with their decisions.
- One person is not likely to know the needs of everyone in the community. Care needs to be taken to seek views from a wide range of people, not just the community leader.
- It is also important to speak to women and children because men often 'assume' what their needs are.

Tools 1–4: Identifying needs

Aim **To work with a community or group and help them identify their needs.**

There are numerous tools that enable communities to identify their needs, and many of these are in other community development manuals, particularly those on Participatory Rural Assessment (PRA) and Participatory Learning and Action (PLA). A few are outlined below to highlight some of the options open, but for more detail you should refer to these other manuals, such as the *IIED Trainers Guide to Participatory Learning and Action* (see Resources section). Most of these tools can either be led initially by an outside facilitator or driven by the community right from the start.

TOOL 1 Chatting and listening

This tool is about listening for the issues about which people have the strongest feelings, recognising that these are the issues on which they are most likely to act. A team of people (such as health workers, development workers and village members) ask a village, community or group questions to enable them to express their needs. Questions should aim to address what people are worried, sad, happy, fearful, hopeful or angry about. The questions need to be open-ended but the questioners also need a clear idea of what they are looking for, so that they can make sense of the answers (see TOOL 5).

TOOL 2 Semi-structured interviewing

This tool enables greater understanding of the issues. It involves sitting down with key people in a community in order to discuss their knowledge, experience and understanding of the issues. Key people might include health workers, traders, religious leaders, heads of village committees and teachers. These people might be those who are already involved in trying to get things done, those who the community or individuals turn to in times of crisis or those who are seen as the 'heart' of the community. At this stage, you are not speaking to everyone or gaining consensus, but trying to build up a clearer picture of needs. Use open-ended questions such as:

- What are the main problems you come across in your area of work?
- What are some of the most common illnesses (if health worker), reasons for not going to school (teacher), etc?
- What are the main pressures that people are facing in the community?
- What simple measures could be taken to improve the situation?

TOOL 3 Focus groups

This tool is used with a group of people, and helps them to understand some of the needs and problems that people face. A focus group enables people with different views to discuss their differences, challenge assumptions and start to come to a collective understanding of the needs of the community. It also means that the community explore issues together right from the start. Questions to stimulate discussion could include:

- What are the main pressures that people in the community are facing?
- What simple measures could be taken to improve the situation?
- If you could change one thing in this community, what would it be? Why?

TOOL 4 Community mapping

This tool involves community members drawing a map of their community, either on paper or outside on the ground, using whatever resources are available. Participants are given little guidance about what to include, and the important point of the exercise is to discuss what people have drawn. Questions to include could be:

- How did you decide what to include? What was excluded?
- What was emphasised? Which are the most important parts?
- What was difficult to represent? What were the areas of disagreement?
- What can you say from the map about the needs of the community?

Further information

Other useful tools for identifying needs include transect walks, seasonal calendars, Venn or chapatti diagrams and wealth ranking. These can all be found in the *IIED manual* (see SECTION C6).

TOOL 5 Agreeing priority needs

Aim **To prioritise needs from grouped needs.**

After the research, the community or external questioners need to group the answers according to the main needs expressed. It does not necessarily matter how these are grouped, as long as people can see where their original expressions of concern fit into the framework that you present to them. Once the needs are grouped, the community can come together and decide for themselves which of them are priority needs. If an external organisation is involved in advocacy 'for' or 'with' a group or community, then the organisation needs to work with the community to collectively decide the priority needs.

Method

- List the needs as you have grouped them on a sheet of paper (see below for example).
- Ask participants to rank them 1–5 in order of priority.
- Participants then get into small groups to discuss each person's answers and arrive at a collective ranking for each group.
- The whole group comes together and writes up the answers of the smaller groups on paper, discusses if there are any differences and tries to prioritise the main issues.

An alternative approach is to write all of the issues onto separate flashcards and ask participants to place them in order in a line from most important to least important. The process of moving the cards around stimulates greater discussion and negotiation.

Example sheet before being filled in

		INDIVIDUAL RANKING (1–5)	GROUP RANKING (1–5)
A	land		
B	clean water		
C	shelter		
D	clothing		
E	school fees		
F	food		
G	money to expand business		
H	educational facilities		
I	better housing		
J	sanitation		
K	etc.		

Key points

- This should lead to the prioritisation of the main issue on which to consider a development intervention, and the possibility of an advocacy intervention.
- There may be more than one main issue to start with, and the group will have to choose at some point whether they want to tackle all priority issues or just focus on one at a time.
- SECTION C2 develops this understanding through other research and analysis tools.
- If these tools do not lead to a clear issue on which to undertake advocacy, it may be necessary to go through some of the research and analysis is SECTION C2 and come back to SECTION C1 once people have a clearer understanding of the situation.

Research and analysis

Description

This section looks at the type of information required to gain a deeper understanding of the issues identified in SECTION C1 and before undertaking any advocacy work. Much of the information will be needed before undertaking any sort of development work, but some of it is more specific to advocacy, such as understanding the political context. The tools given here are mainly those that can be used in a workshop setting or desk-based research. For tools for field research, it is useful to obtain a PRA or PLA manual.

Learning objectives

By the end of the section, participants will be able to:

- **choose appropriate methods to gather the necessary information to understand the issues they have identified**
- **know how to assess information for its usefulness**
- **understand the wider political and social context**
- **analyse root causes of poverty.**

Links

This section builds on SECTION C0 (The advocacy cycle) and SECTION C1 (Issue identification). It links with SECTION A1 (Poverty and development), SECTION A3 (Why advocacy?), SECTION A4 (Good practice in advocacy) and SECTION C3.4 (Stakeholder mapping and analysis).

Overview

All advocacy work needs to be based on accurate, reliable and sufficient information. As with other types of development work, good information is important for advocacy in order to:

- understand the context in which you work, including causes and effects of the particular issue you are trying to address, to ensure that any response takes into account all factors and is the most appropriate and effective for given situation
- understand how the context is changing so any response will be also be able to address potential future needs or prevent problems from arising
- justify any particular course of action to your organisation, beneficiaries, others you are working with and funders
- learn from past successes and mistakes
- provide good evidence for your argument
- understand what others are doing, in order to avoid duplication and to collaborate if appropriate.

We have split the research into three broad categories:

2.1 Understanding the wider context and forces operating on society, mainly at country level (TOOLS 6–8).

2.2 Understanding the root causes of the issue in the local context (TOOLS 9–10).

2.3 Desk-based research (TOOLS 11–12).

Note of caution

It is tempting to spend all of your time researching and collecting information about your country or area and then not having time to actually take action. It is important to get a balance between having enough information to enable you to act upon it and gathering too much so that you will never act!

2.1 Understanding the wider context

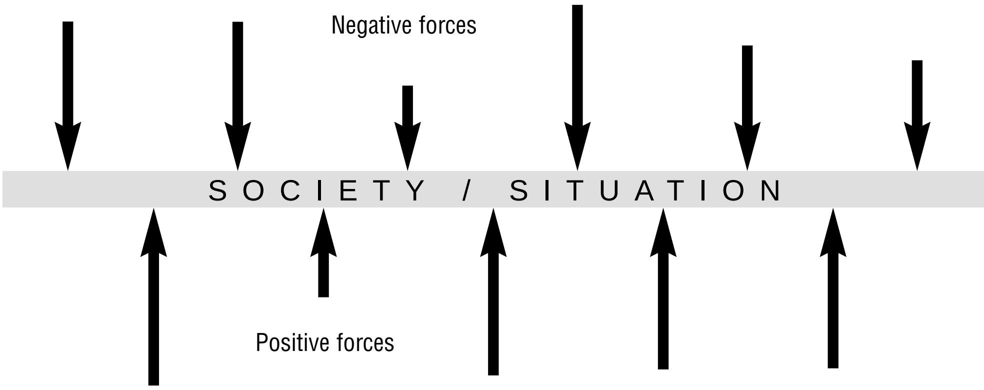
TOOL 6 Force field analysis

Aim **To help participants recognise the different forces acting in society, either for good or bad, and to consider ways to make the most of the good forces and minimise the negative ones.**

This tool compares the strengths of the different forces, trends or influences as they are operating in society, such as society becoming more democratic or an area becoming more prone to environmental disasters. It is helpful to think of the forces as political, economic, social, technical and environmental. The tool enables understanding of the factors that are hindering or supporting your development work, and what you will need to concentrate your advocacy work on in order to bring about change.

Method Choose a particular society (such as a country) or a specific situation (such as girls not attending school). Brainstorm the forces that are acting on the society or situation. Draw and label up to ten arrows for each of the negative and positive forces. The positive forces point up, the negative ones point down. The length of the arrows shows the strength of the forces – the longer the arrow, the stronger the force as in the diagram below. This is primarily an exercise of ranking, and of discussion between everyone involved to come to some form of agreement about the strongest positive and negative forces. Some forces affect different people in different ways. For example, richer people are more likely to be able to cope with an increase in food prices. It is best to look at the effects of the forces on the poorest members of society.

Force field diagram



It can be useful to transfer the ranking of the forces to a table. Once in the table you can decide which forces are likely to increase over time and continue for ten or twenty years. These are a priority to focus on. You can also decide which forces are likely to decrease and will become less important in five years time. You should give these lower priority.

Examples of potential forces

Positive forces

- church is active in grassroots development work and speaking out for justice
- diverse economy with strong local business development
- on track to receive debt relief
- freedom of speech for all religious and ethnic groups
- all local children going to primary school

Negative forces

- frequent flooding in some areas
- increasing incidence of AIDS and other diseases
- high levels of unemployment
- internal conflict or conflict with neighbouring countries
- main road in area becoming impassable in the rainy season

Consider which positive forces you can strengthen. This might involve helping an open government system to develop policies that are more favourable towards poor people.

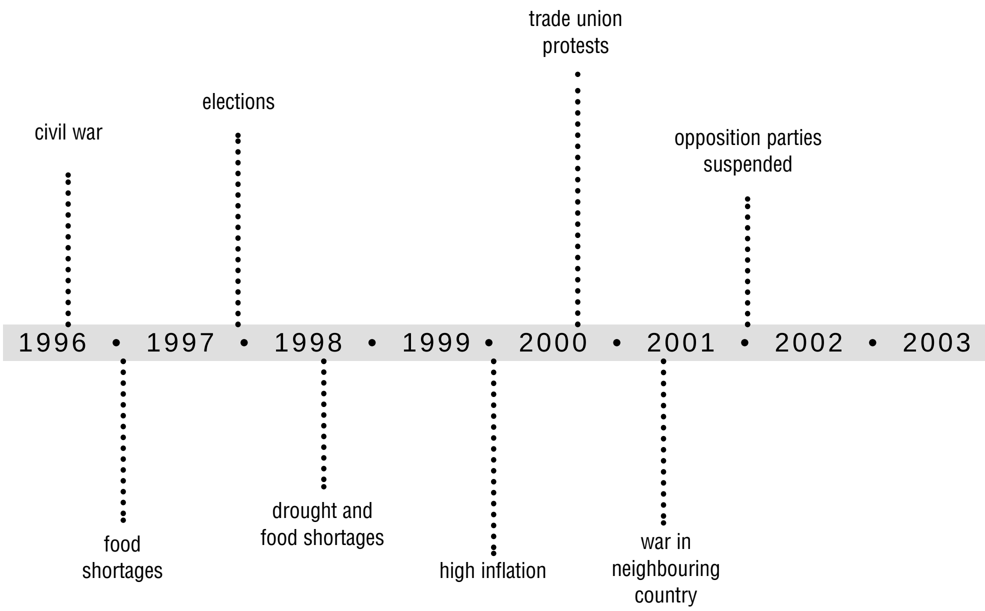
Then consider which negative forces you can reduce. This might involve tackling the increasing incidence of AIDS through education work, lobbying for cheaper medicinal drugs or encouraging the church to look after AIDS orphans.

TOOL 7 Drawing a timeline of key events

Aim **To understand the key events in recent history which influence the country or local area, in order to determine advocacy priorities.**

This tool serves a similar purpose to the force field analysis, but roots the understanding in a historical context.

Example of a timeline



Method Draw a timeline covering a certain number of years and agree together which have been the key events that have influenced the country or area. Some of the events will be obvious, but other events may be less obvious. Events could include food price increases, or a high profile trial or legal case.

Key points

- Do not write everything down as this will take too much time and clutter the diagram. Only write the main events.
- This process, if done in a group, can be useful in clarifying different interpretations of events and to help people come to a common view of history and process of events.
- It can help predict what is likely to happen in the future which can help you to determine advocacy priorities.
- It is useful to keep this as a reference document that you add further information to as key events unfold.
- The timeline can also include events that will happen in the future, such as elections and meetings. This can help you plan for suitable advocacy interventions.

TOOL 8 Contextual analysis

Aim **To help participants understand the wider situation in their country in more depth.**

This analysis tool is similar to the force field analysis but goes into much greater depth and deals with facts as well as trends. For each element it considers:

- **FACTS** What are the big issues affecting the poor?
- **FUTURE** How do you think each of these issues will change in 5 or 10 years time?
- **IMPLICATIONS** What are the implications for your area and the work you are doing?

Possible elements to cover and suggested questions to ask are offered below. You may want to choose the elements that are most relevant for you:

ECONOMIC SITUATION What is the level of poverty? What is the cost of basic commodities? Who is excluded from economic activity? What is the level of national debt? Who has economic power?

BASIC NEEDS What percentage of the population has access to basic services such as health, water, education and housing?

SPIRITUAL Which different religions are practised? Is there conflict or co-operation between religious groups?

SOCIAL How common are single parent or child-headed households? Who has power in the family? What is the rate of family breakdown? What is the status of women in society? Who are the most vulnerable in society? How are they treated?

ETHNICITY What are the main ethnic groups? How do they relate to each other?

HEALTH What is the prevalence of AIDS? What is the rate of infant/maternal mortality?

EDUCATION What percentage of people go to primary and secondary school? Why do people not go to school? What level of education do girls reach? What is the economic and social status of teachers?

EMPLOYMENT What are the main types of employment? What is the level of unemployment? Who owns and controls the means of production? Do trade unions exist, and are they recognised by the government?

ENVIRONMENT What percentage of the population has access to good sanitation and clean water supplies? What are the main environmental threats? What protection has been ensured against these? How much land is suitable for agriculture? How many people live in a state of food insecurity?

POLITICAL Who has power in society? Who makes the decisions? What type of political system is there? Are elections free and fair? Are any Christians involved in politics? What concern is there for the poor? What participation in politics is there by the poor?

SECURITY / PEACE Can the police be trusted? What mechanisms are there for peace? Who is involved? How is the church involved? What have the effects of war been?

URBAN / RURAL ISSUES What are the differing situations of rural and urban population? What is the level of migration? Do slums exist, and what are the conditions like there?

CIVIL RIGHTS Is there an independent and unbiased legal system? Is there freedom of movement, religion and expression? Is there a free media, outside of the control of the government?

GOVERNMENT POLICIES How do government policies and laws make any of the situations above better or worse? What is the effect of policies of overseas governments or international institutions such as the International Monetary Fund (IMF)?

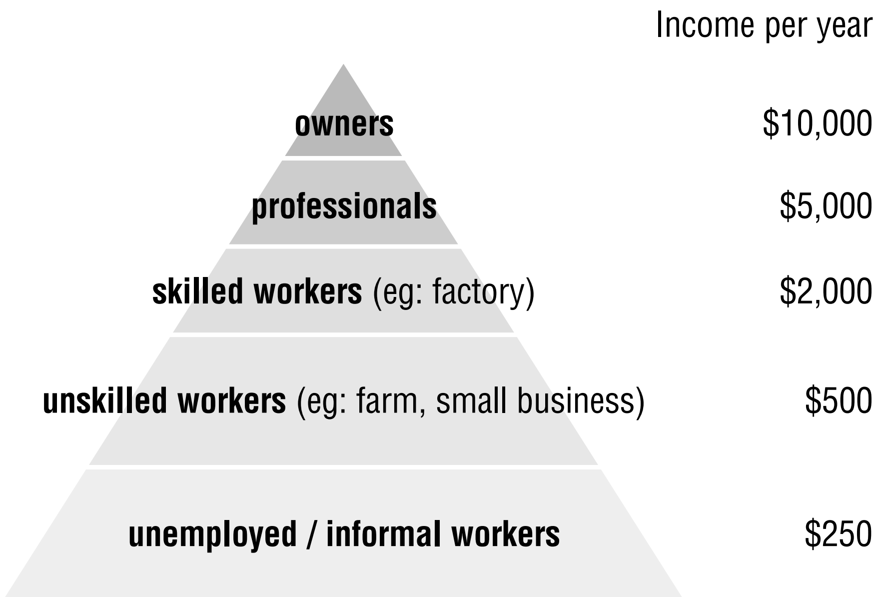
2.2 Understanding the root causes in your specific context

TOOL 9 Economic and political power triangles

Aim **To understand how political and economic power structures contribute towards local problems.**

In SECTION A5, we outlined an exercise for mapping power. Here we show another way of representing forms of power – mainly economic and political – as triangles of hierarchy. This demonstrates who has the power and on what this power is based. It is useful in understanding how specific expressions of power affect specific local problems and can therefore provide a clear focus for advocacy work. An example of a triangle for economic power is shown below.

Example of a hierarchy triangle for different occupations



Key points

- The area of each layer of the triangle represents the number of people in each category.
- There are fewer people in each segment as you work your way up towards the top of the triangle, because power is usually concentrated in the hands of a few.
- The economic and political power of those at the top is usually based on the support (willing or otherwise) of the people in the layers below.

- If you draw different triangles for political and economic power, it is possible to see the similarities between the groups of people who have political power and the groups who have economic power, helping to show how they reinforce each other.

Analysis

This tool can help people see how the operation of economic and political power contributes towards the poverty in their specific context. Some questions to help people analyse the situation further could include:

- Who makes the economic or political decisions?
- Who is included and who is excluded?
- How is power maintained?
- In whose interest are decisions made?
- Who owns the land and means of production?
- How do people move from one layer of the pyramid to another? Does this often happen? Which layers do people usually move between?
- Can people hold those in the layers above them accountable for their actions?
- What cultural factors contribute towards the maintenance of these power structures?
- What needs to change so that economic resources and decision-making are more fairly distributed?

The tool can also be extended to show that people within each layer are not the same and that there will be power dynamics between them, according to gender, age, role etc.

TOOL 10 The 'why?' exercise and problem tree

Aim

To get to the root of the problem in order to address the problem in the most appropriate way.

The 'why?' exercise is a method that keeps asking 'why?' until it gets to the root of the problem. It makes the connection between the wider context (TOOLS 6–8) and specific issues. There are three steps for this tool.

STEP 1 The 'why?' exercise

State a common problem that people have identified as something to address. Keep asking 'but why?' until the group can go no further with their explanations of the causes behind it.

Finding the root causes of the problem

The children are not going to school *But why?*

They keep falling ill. *But why?*

They drink bad water. *But why?*

The well is too far away to go each day. *But why?*

The government said 12 months ago it would build a well closer but has done nothing. *But why?*

The local government official has not released the funds that have been set aside. *But why?*

His department will benefit from the interest while he keeps the money and there is no-one to keep him accountable. *But why?*

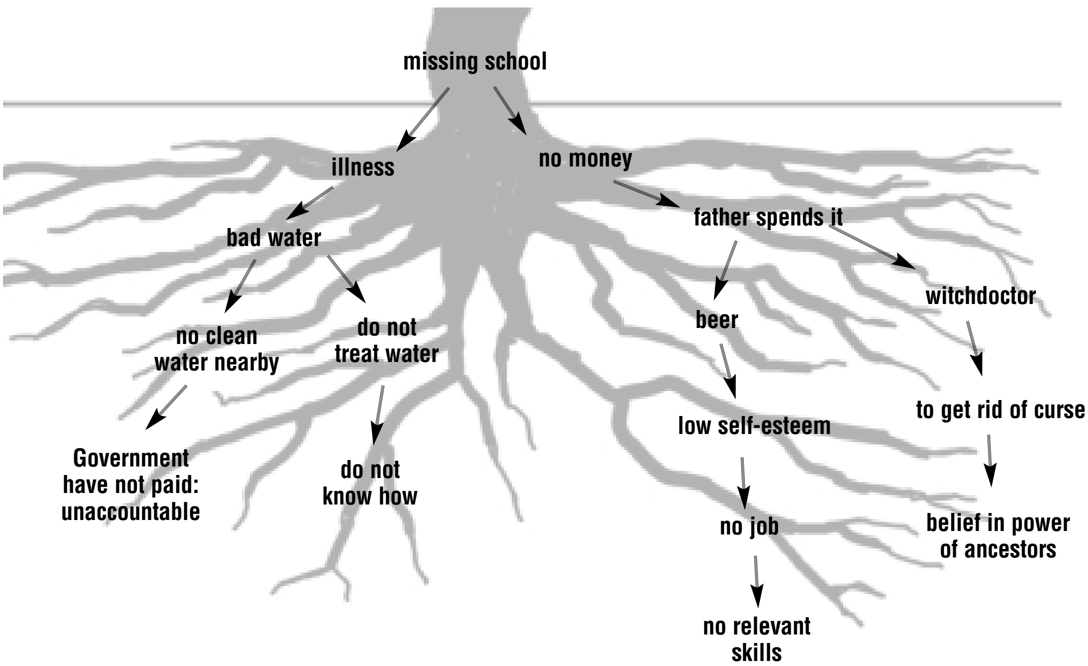
Community groups are not represented in the local political process.

…etc

STEP 2
The problem tree

At each 'but why?' there are a variety of answers that can be given and if the 'why?' exercise is repeated for the same problem a number of times, you will be able to identify many of the roots of the problem. A simple example is given below, although problem trees can sometimes become much larger!

Example of root causes in a problem tree



The challenge is to decide which of the many causes you can address and the type of intervention to take. These can then be turned into objectives for your work (see SECTION C3.2). A development project intervention might be providing a water supply for a school. An advocacy intervention might be to hold the local government to account for its use of finances. Another intervention might be spiritual transformation such as teaching on witchcraft.

Key points

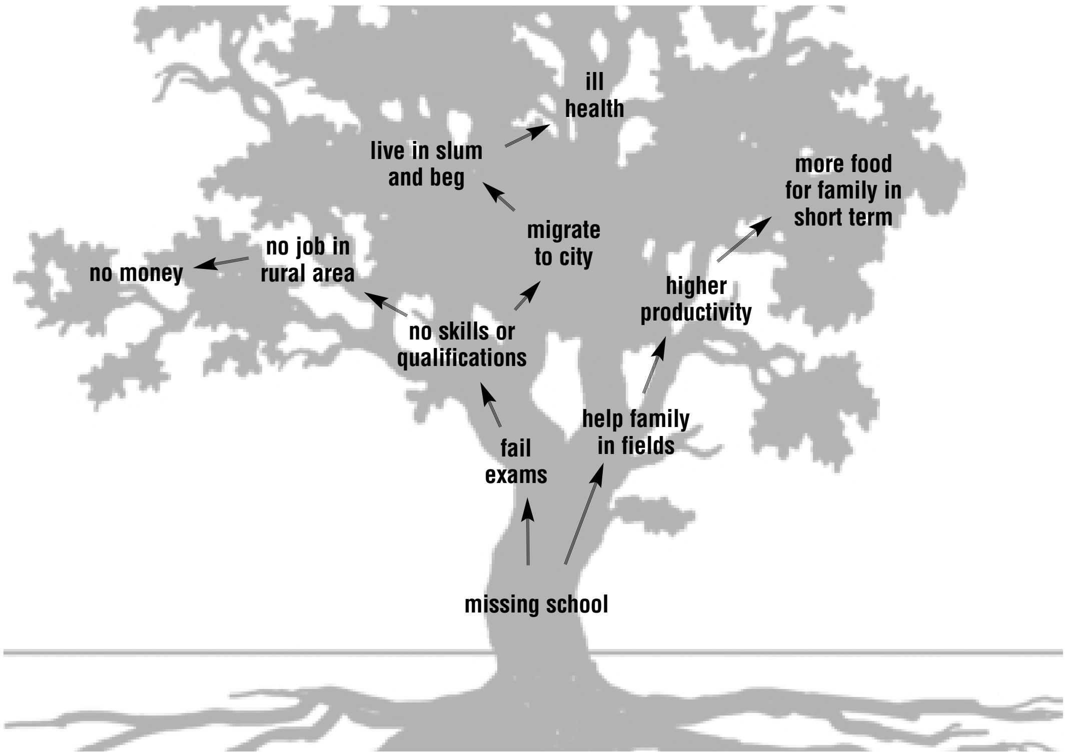
- Advocacy, development project work and spiritual transformation can all work together to tackle the same problem.
- Interventions can happen at any point in the diagram – wherever you think you have the greatest chance of success.
- You will not be able to tackle all of the problems at once, and it is unlikely that you will be able to get right to the root causes at the start. However, you can make a difference wherever you start.

STEP 3
Adding the 'effects' of the problem to the problem tree

The problem tree can be extended to include the effects of the problem, which become the branches growing out of the tree. This highlights areas for intervention to lessen the effects of the problem. This addresses the immediate needs until a lasting solution can be found. In the example given below, this might include:

- treating illness
- giving food or money to the person who is unemployed
- giving money to the person who lives in the slums and begs.

Example of effects in a problem tree



The whole exercise of the problem tree (causes and effects) is best done on a long piece of paper on the wall – so that people can see the all the causes and effects and possible interventions at the same time. The paper can be written on directly or people can stick post-it notes onto it and move them around as necessary.

2.3 Desk-based research

TOOL 11 Sources and types of information

Aim **To see what sources of and types of information are available, and how the information might be viewed by advocacy targets.**

Information sources

- Information is needed that will provide both facts and analysis about the situation.
- The best approach is to find a few sources that you trust and find easy to use.
- At the start it may take time to gather all the information you need, but after you have the basic information, keeping up to date with the latest developments is likely to become easier as you become more familiar with the issue and with the information sources.
- In some cases you may already have the information you need to start advocacy work.

When approaching these sources to try and collect information, you will make the most of your effort if you:

- are clear about what you want
- do an initial scan for information available and then go back later to do the detailed research
- go to the information officer or librarian for advice about how to find and use their information
- leave enough time to check that you have all the facts you need and that they are correct and up-to-date.

Some of the places you can find information

There are numerous information sources you could choose from – these are just a few:

- Libraries – a librarian may be able to help you locate what you need.
- Universities – often have an extensive library with focused research documents.
- Government departments (local, national, statistical office) – information on policies and statistics for all areas and issues in the country.
- NGOs, churches and research institutions – often have specific poverty focused research documents and information.
- Donors and international institutions – often have detailed analysis going back many years.
- Internet – a lot of information if you know where to look (see Resources SECTION C6).
- The media (newspapers, magazines, radio, television) – local and up-to-date information.
- Public meetings and personal contacts – often first-hand information that is not written down.

The sources of information will provide you with many different types of information, including:

- government reports and statistics
- independent reports and documents
- environmental assessments
- poverty indicators
- eye-witness accounts
- legal evidence
- church records
- community records
- academic documents
- human rights reports
- reports from international institutions
- media articles

Using a variety or sources and types of information can help to provide a balanced picture, verify facts, understand the latest developments, identify possible allies and opponents and understand the arguments of any opponents.

Exercise

Split the participants into two groups. One group brainstorms **types** of information that would be useful in advocacy work. The other brainstorms **sources** of information that are available to the group concerned. In plenary, the participants compare the lists. The results can be written down and used as a resource for the participants' advocacy work.

How others may perceive your different sources of information

INFORMATION SOURCE OR TYPE OF INFORMATION	POTENTIAL FACTORS IN ITS FAVOUR: AS SEEN BY OTHERS	POTENTIAL FACTORS AGAINST: AS SEEN BY OTHERS
Government reports	Good research Access to good information Good to use if lobbying government	Biased towards ruling party or particular existing policy Not very self-critical
Eye witness account	Adds legitimacy and new facts	Subjective and one-sided
Media	In public domain, easily accessible and widely read BBC is respected	Political bias and may report only one side of story
Legal evidence	Reliable and trusted information	Can be difficult to understand
Other NGO reports	Independent evidence, on the side of the poor	Pushing a particular line (anti-government/business), amateur
Trade Unions	Representative of members, personal evidence	Political and antagonistic
International institutions	Accurate, reliable and comprehensive information	Biased towards own institutional mandate such as trade liberalisation
Academic	Independent and thorough	Difficult to understand

Using information well

Effective advocacy depends on how you use the information. Some types of information or information sources may be seen by policy-makers and those in power as more trustworthy or more legitimate than others. It is important to understand how information may be viewed by those you are trying to influence and how much they will listen to you on the basis of the information you provide. The table above suggests how different types of information may be viewed by those you are trying to influence.

TOOL 12 Assessing information for bias and usefulness

Aim **To assess the information for bias and usefulness.**

Sources of information are rarely without bias in what they say and why they are reporting in the first place. It is therefore important to understand:

- who or what is behind the information source
- why it has been produced
- why the conclusions have been reached.

It is also important to assess the information to see:

- whether the facts are accurate and up-to-date
- whether you agree with any analysis or policy conclusions.

Exercise

> Ask participants to put a range of articles, magazines, newspapers and reports in order of usefulness. Ask them why they have placed the information in this order. Present the questions below and then ask the participants if they would want to change their original order.

Some questions to ask in order to assess whether information is trustworthy are:

VALUES What values are behind the source of information? Do you agree with them?

PURPOSE Why is this organisation providing the information? Does this affect how you view it? Do you trust the source?

ACCURACY What facts are used? Are they supported by your evidence? Are they represented fairly? Is the information up-to-date? Is anything obvious missed out?

ANALYSIS AND CONCLUSIONS How are the conclusions reached? Is this logical and based on the evidence shown? Are there any assumptions, either explicit or implicit? Do you agree with these? What changes would you suggest?

POOR / VULNERABLE What concern is shown for poor or marginalised groups?

PERCEPTION How will others view the information?

USEFULNESS Based on the above, in what ways can you use the information?

Planning: putting it all together

Description

This section will help you to use the information you have collected to decide whether to advocate, to put together an advocacy strategy and to fill in the columns in the Summary Advocacy Strategy table.

Planning is a vital part of any development work. It is useful for:

- thinking ahead and preparing for the future
- clarifying goals and objectives and methods of measuring success
- understanding risks and assumptions
- allocating resources and responsibilities.

Learning objectives

By the end of the section, participants will be able to:

- **decide whether advocacy is an appropriate response to an issue and assess their own skills and resources**
- **write SMART objectives and choose appropriate advocacy methods**
- **measure success and develop indicators**
- **understand who their allies and opponents are**
- **analyse the risks of their advocacy work**
- **develop an action plan and activity schedule.**

Links

This links to SECTION C0 (The advocacy cycle), SECTION C2 (Research and analysis), SECTION C4 (Action) and SECTION C5 (Evaluation).

Tools

This section is presented as a series of tools that can be selected and worked through as appropriate. The tools are split into eight broad categories which cover the ten columns in the Summary Advocacy Strategy table (page 10):

3.1 Deciding whether advocacy is an appropriate response to an issue (TOOL 13)

3.2 Writing SMART objectives (TOOLS 14–15, columns 1 and 2)

3.3 Measuring success and developing indicators (TOOL 16, columns 3 and 4)

3.4 Understanding allies and opponents (TOOLS 17–19, columns 5 and 6)

3.5 Choosing appropriate advocacy methods (TOOL 20, column 7)

3.6 Analysing the risks of advocacy work (TOOL 21, column 8)

3.7 Developing an action plan and activity schedule (TOOLS 22–23, columns 7, 9 and 10)

3.8 Assessing skills and resources for advocacy (TOOLS 24–25)

Note

An alternative approach to using the Summary Advocacy Strategy Table is to use a logical framework, or 'log frame.' This is useful for those who would prefer to use the method of planning that they are familiar with. For details about constructing a log frame, we suggest you look at Tearfund's resource, *Getting People Thinking*. For advocacy work, we suggest that you add two columns to the log frame: one for targets (policy-makers) and one for allies and opponents.

3.1 Decision-making

TOOL 13 Deciding whether to advocate

Aim **To see whether you have sufficient information, understanding and support to plan an advocacy intervention.**

SECTION C2 looked at how to gather information on the causes and effects of the issue being faced and the wider forces operating on society. At this stage a decision needs to be made about whether to advocate or not.

Questions to ask when deciding whether to advocate are:

ISSUE Does it really need to be addressed now? Is it a priority issue?

CAUSES Do you have a good understanding of the causes of the problem and how they can be addressed?

EFFECTS Can you identify the effects of the problem and back this up with reliable information?

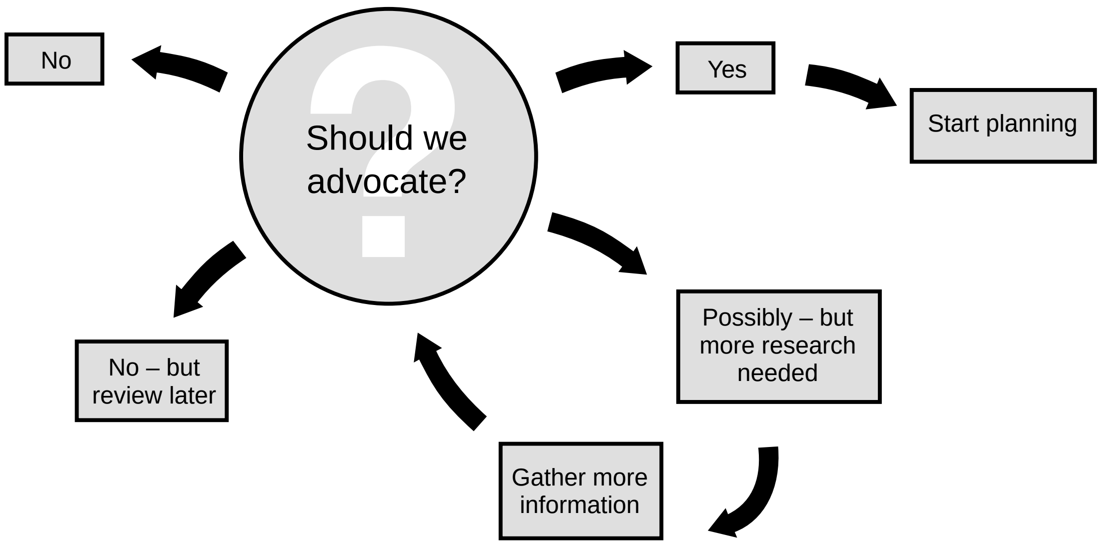
OTHER POSSIBLE ACTIONS Is advocacy the best way to tackle this problem?

TARGETS Are you clear about who is responsible for this problem and who has the power to bring about change? Do you have access to them and a chance of influencing them?

ALLIES Are you clear about who will support you and what help they will give? This is addressed in more detail in SECTION C3.7.

COMMUNITY INVOLVEMENT Is the community mobilised and involved in the advocacy proposal?

After assessing the information that you have gathered, the possible decisions are shown in the following diagram. If you decide to go ahead with advocacy work, you will then need to start putting together a strategy.



3.2 What are you trying to do?

TOOL 14 Developing your goal

Aim **To clarify the goal of your advocacy work.**

It is vital to know what you are trying to do before you start your advocacy work. This involves developing your goal. Important points to note about the goal are:

- The goal is the overall purpose of the project. It is a broad statement of what you are tying to do.
- The goal is long-term and gives direction – it helps you know where you are going, but needs an accompanying route map (strategy) to show you how to get there.
- A goal is different from an objective because it is not SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
- Without a goal, project objectives can easily become ends in themselves and it is possible to lose sight of what you are trying to do.
- The goal needs to be linked to the mission and vision of your organisation.
- A goal often refers to the benefit that will be felt by those affected by an issue. The objective often refers to the desired changes in policy and practice that will contribute to that goal.

Examples of goals

- Improve healthcare of the children in the local area.
- Ensure that women are more fairly represented in decision-making.
- Challenge corruption in public life.

TOOL 15 SMART objectives

Aim **To help participants write SMART objectives.**

An objective is the intended impact or effects of the work you are doing, the specific change that you want to see. **It is the most important part of your strategy** and is the next step after developing the goal. It is worth spending time writing clear objectives, because you will find you are able to write the rest of the advocacy strategy much more quickly and you are likely to be more effective in achieving change.

All objectives must be S M A R T

S Specific **M** Measurable **A** Achievable **R** Relevant **T** Time-bound

An example of a SMART objective

To increase the number of women participating in village committees in a particular area by 20% in two years.

- It is **Specific** because the increase will be 20%.
- It is **Measurable** because the number of women on village committees can be easily measured.
- It is **Achievable** because a 20% increase means a change from the existing ten women to twelve women.
- It is **Relevant** because it will reduce oppression of women in the area, who are currently having other people make their decisions for them.
- It is **Time-bound** because it will happen in two years.

Key points

- Objectives can be long-term or short-term and it is wise to have a variety of these. Short-term objectives, when fulfilled, give encouragement early on and help you to see whether activities are going in the right direction.
- Long-term objectives usually focus on changing institutions' policy or practice that affect the community. The short-term objectives may focus on smaller policy and practice change, attitude change by the target group or raising awareness.
- It may be necessary to achieve some of the short-term objectives before you can achieve the long-term ones. For example, women need to believe that they can make a difference to their village before they become involved in the committees.

3.3 Measuring success

TOOL 16 Setting indicators and means of measurement

Aim **To develop clear indicators to measure advocacy success.**

Once you have developed your objectives, the success indicators should follow logically. They are produced by asking: 'How will I know if I have fulfilled my objectives?' If the objectives are SMART, then the indicator is the objective once it has been achieved. It is often the objective put in the past tense!

The means of measurement is sometimes clear, such as Example 1 below. However, at other times, you might have to think of less obvious indicators, such as monitoring how frequently your campaign is mentioned in the press. Advocacy is often long-term so measuring impact may take many years.

Example 1

Objective That government reintroduce subsidy for grain within four weeks at original level.

Indicator That subsidy for grain is reintroduced by government within four weeks.

Measurement Speaking to a number of people who usually receive the subsidy to check that they are receiving it.

Example 2

Objective To increase number of women participating in village committees by 20% within two years.

Indicator That there are twelve women on the committees in two years, compared with the current ten.

Measurement Look at the lists of committee members posted on the church walls, or attend each committee, or ask each of the women participating.

Difficulty of measuring impact

It can be difficult to set advocacy indicators and measure impact because:

- It may be difficult to know when to give credit for successful change to specific advocacy activities if there are many other factors also contributing to community change.
- The impact might not be complete 'success', but rather a compromise. The advocacy objectives may therefore need to be changed as the work develops. For example, the goal might be equality between men and women in decision-making. However, it might become clear that an objective of increasing female representation on village committees to 50% will not be achieved. In this case, rather than giving up, you need to modify the objective to increase participation to 33% with one woman to every two men. This would still represent progress.

3.4 Stakeholder mapping and analysis

TOOL 17 Stakeholder mapping

Aim **To understand the views of various groups about the issue you wish to address.**

Before undertaking any advocacy work, it is important to identify whom you should be speaking to and whom you need to be working with. These people are commonly referred to as stakeholders because they have an interest or 'stake' in the issue. One way of grouping or categorising stakeholders is offered below:

GROUP 1 Those directly affected by the situation, such as local communities and trade unions.

GROUP 2 Those responsible for creating the situation or with formal responsibility for finding a solution, such as government, civil service, local authority. These are usually the targets of advocacy work, but may also be allies.

GROUP 3 Those concerned for the welfare of others and other interested groups, such as NGOs, church groups, business, media. These are potential allies, and may also be targets.

GROUP 4 International players, such as donors, UN bodies, NGOs. These can be targets, allies or opponents.

Identifying stakeholders

To identify stakeholders it is useful to ask the following questions:

- **Which** are the relevant groups or organisations?
- **Who** is the relevant contact person within the organisation?
- **What** is their specific interest or stake in the issue?
- **What** is their position with respect to the issue?

This can be represented in a table, similar to the one below. The most common types of stakeholders are given in the first column, although it is unlikely that all of these groups will be stakeholders for all of your work. For each specific issue, you will need to pick out the main relevant stakeholders, develop relationships with them, understand their positions and work with those who are able to make a difference.

The table of stakeholders has been partially completed and refers to the issue of a proposed business development threatening to force a community from their land.

Table of stakeholders

STAKEHOLDER TYPE	ORGANISATION / INSTITUTION	INDIVIDUAL IN ORGANISATION	INTERESTS / STAKES	POSITION
THOSE DIRECTLY AFFECTED				
Local community	3,000 people who may be affected	*Fill in name of relevant person*	Removal from land: lose house, subsistence	Claim they cannot do anything
Other	Neighbouring smallholders	*Fill in name of relevant person*	Land will become overcrowded	Do not want extra people on the land
GOVERNMENT AND STATE DECISION-MAKERS				
National	Ministry of agriculture	*Fill in name of relevant person*	Responsible: land policy	Claim they cannot do anything
	Ministry of trade	*Fill in name of relevant person*	Responsible: business development	Keen to develop land
Local	Local authority	*Fill in name of relevant person*	Responsible: welfare of communities	No power to influence
Other	National committee on land policy	*Fill in name of relevant person*	Responsible: impacts assessment of business	Concerned, asking for impact assessment
OTHER MAJOR ORGANISATIONS				
NGOs	Environment group	*Fill in name of relevant person*	Concern over river pollution	Against development
	Human rights group	*Fill in name of relevant person*	Ensure human rights not abused	Against forced removal from land
Media	Main independent newspaper	*Fill in name of relevant person*	Concern that public know facts	Concerned about proposals
Churches	Anglican diocese	*Fill in name of relevant person*	Members in community	Want full consultation
INTERNATIONAL ORGANISATIONS				
Donors	European government	*Fill in name of relevant person*	Funding community health unit	Concern that grant will be wasted
NGOs	Development organisations (UK)	*Fill in name of relevant person*	Capacity building for community	Concern over displacement
IMF / WB	IMF	*Fill in name of relevant person*	Keen that earn foreign exchange	Supportive of business investment

TOOL 18 Stakeholder analysis

Aim **To understand the importance of the issue to each stakeholder and their level of influence.**

Once you have mapped your main stakeholders, and have an idea of why they are interested in the issue and the position they are going to take, you can draw up a stakeholder analysis table to enable you to understand:

- how much each group **agrees** with your position – you can score them on a scale of -3 (strong disagreement) to +3 (total agreement), with a score of 0 meaning undecided
- how **important** the issue is to them (on a scale of L=low, M=medium and H=high priority)
- what level of **influence** they have (on a scale of L=low, M=medium and H=high).

Stakeholder analysis table

STAKEHOLDER	AGREEMENT	IMPORTANCE	INFLUENCE
Directly affected:			
• community	-3 -2 -1 0 +1 +2 +3	L M H	L M H
• local smallholders	-3 -2 -1 0 +1 +2 +3	L M H	L M H
etc			
Government:			
• ministry trade	-3 -2 -1 0 +1 +2 +3	L M H	L M H
• local authority	-3 -2 -1 0 +1 +2 +3	L M H	L M H
• land policy committee	-3 -2 -1 0 +1 +2 +3	L M H	L M H
etc			
Other major players:			
• environment group	-3 -2 -1 0 +1 +2 +3	L M H	L M H
• media	-3 -2 -1 0 +1 +2 +3	L M H	L M H
• Anglican diocese	-3 -2 -1 0 +1 +2 +3	L M H	L M H
etc			
International:			
• European govt	-3 -2 -1 0 +1 +2 +3	L M H	L M H
• UK NGO	-3 -2 -1 0 +1 +2 +3	L M H	L M H
• IMF	-3 -2 -1 0 +1 +2 +3	L M H	L M H
etc			

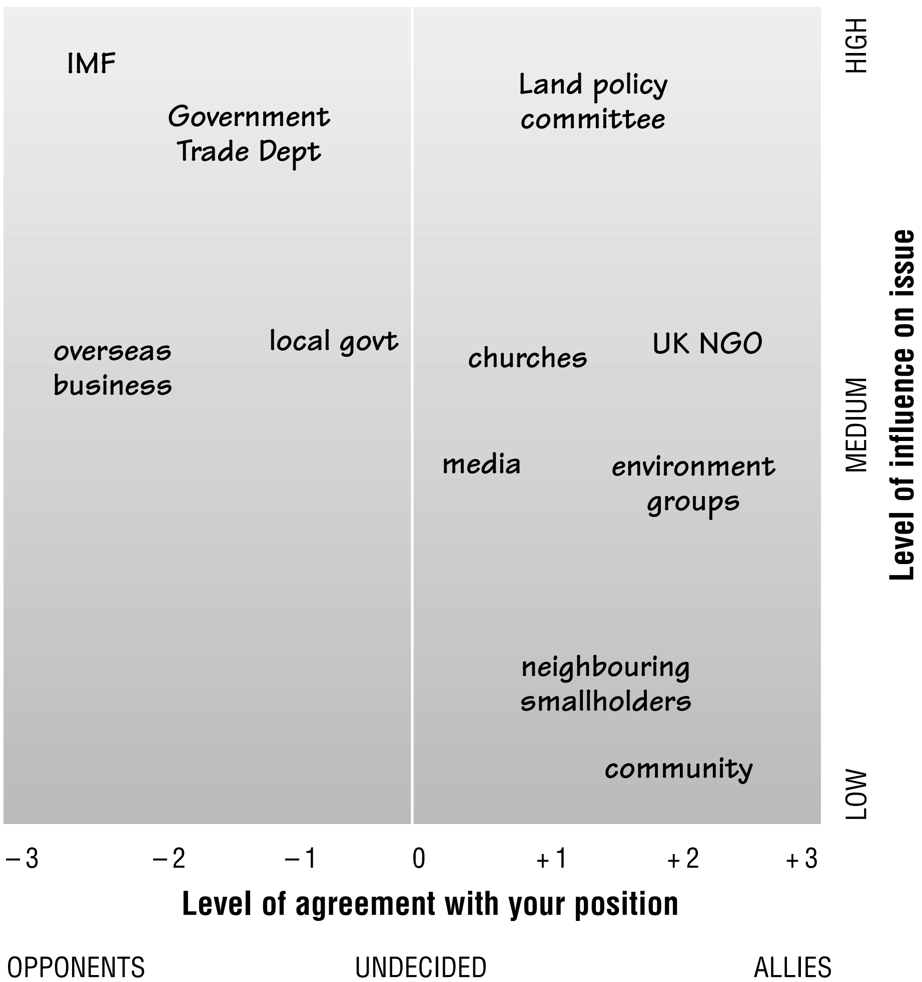
This can help you target your time and resources towards the most useful contacts. It will help you to avoid putting all of your effort into working with those who are in strong agreement but who have no influence, or working with those for whom the issue is low priority and so are unlikely to give much time to it. However, you should never neglect working with those affected by the issue, even if you think they have low influence.

TOOL 19 Allies and opponents matrix

Aim **To represent the findings of a stakeholder analysis in a diagrammatic form.**

It may be useful to represent the findings of the stakeholder analysis table (TOOL 18) in a more diagrammatic form to see at a glance who your opponents and allies are. Opponents will be to the left, allies to the right of the central line.

The allies and opponents matrix



Key points

- Allies and opponents are not fixed positions – individuals and organisations are open to change.
- In addition to trying to influence stakeholders so that they move towards the right side of the matrix, you also need to work with those who are not yet stakeholders to try and bring them on board as your allies.
- You need to continue to work with your allies so that they do not become your opponents!
- You should be trying to enable the poor to have greater influence themselves so that they move towards the top of the matrix.
- There may be situations when you cannot gain direct access to policy makers, but you can influence others who have direct access to them. For example, you do not have direct access to the bishop, but can go to your church leader who does have access to him.
- You need also to understand your own power to be able to influence stakeholders effectively (see SECTION A5 and SECTION C3.8).

3.5 Choosing your methods

TOOL 20 Selecting appropriate methods for advocacy

Aim **To be aware of the methods available for advocacy.**

There are many methods and activities that can be used to carry out advocacy. It is likely that you will use most of them at various stages of the advocacy process. The activities you choose will be determined by your objectives, skills and resources and targets. These methods are outlined in much greater detail in SECTION C4 (Action). The most common methods are shown in the following table:

Advocacy methods

METHOD	EXPLANATION	COMMON USE	EXAMPLES
Networking (SECTION C4.2)	Building alliances with as many people as possible Creating a movement for change	For any long-term advocacy activity to make it sustainable When you do not have the skills or strength in numbers	Meeting other community leaders Sharing information via email Joint conferences
Lobbying (SECTION C4.3)	Speaking directly to the target to explain in detail the problem and the proposed solution	When target is open and will listen to facts and careful argument	Meetings Phone calls Briefing document Public meetings
Raising awareness (SECTION C4.4)	Informing people of the situation so that they are aware of the issues Often the first step in an advocacy process	When information is hidden When issues are complex To build confidence	Training Community meetings Church services Posters and leaflets
Mobilising (SECTION C4.5)	Closely connected with awareness raising and media Involves harnessing 'public pressure' so that as many people as possible will contact decision-makers and call for change	When policy-maker can be swayed by public opinion To show strength of feeling To use strength in numbers and organisation	Letter writing by public Marches and rallies
Media (SECTION C4.6)	Using the radio, newspapers and television (owned by others as opposed to using your own media, eg: newsletter)	When you cannot get direct access to policy makers To reach those outside the local area	Radio phone-in Press release to newspaper Briefing a journalist

3.6 Risk management

Any work that we do involves risks. We are constantly seeking to avoid or reduce risk. For example:

- We risk driving a car even though we know that accidents happen. However, we reduce the risk by wearing a seat belt, making sure we are not too tired and driving in the daytime etc.
- We might risk reporting a robbery in the street even though the robbers might discover that we reported it, and seek revenge. We reduce risk by travelling in a group or by reporting the robbery anonymously.

Risk management is therefore making sure that you consider the main risks you face as an organisation before you undertake your advocacy, and planning ways of reducing these risks.

The main risks of advocacy

- Damaged reputation, due to factors such as incorrect information, claiming to be speaking for a group that you have not consulted or failing to deliver promises.
- Violence against those doing the advocacy and their friends and family, and against those being advocated for.
- Violence against property, such as theft of key documents, stealing livestock, burning crops, polluting water supply.
- Psychological abuse against all those involved. This could include isolation in the community and being ignored at church.
- Economic loss such as loss of a job or trade with a particular group of people.
- Diversion of resources from other work so that development projects do not have enough time given to them and are ineffective.
- Advocacy work is stalled, perhaps because there are not enough resources or necessary skills or a key person leaves the organisation or community.
- Missed opportunity to impact the lives of poor people using advocacy work due to lack of awareness or a focus on other issues.

TOOL 21 Risk management

Aim **To consider the risks of advocacy and plan ways to reduce them.**

This tool is simply a table in which you can list the main areas of risk (first column) and agree the methods and activities you will use to reduce the risk (second column) and who is responsible for this, the ‘owner’ (third column). We have filled it in for two of the main risks mentioned above.

Risks of advocacy

MAJOR RISKS	WAYS OF REDUCING RISK	OWNER
Damaged reputation:		*specify person*
• if information is incorrect…	• Check information with others before going to policy-maker	
• if claim to be speaking for a group you have not consulted…	• Establish clear lines of accountability and clarify process of deciding policy and consulting stakeholders	
• if fail to deliver on promises…	• Be clear about what you will offer to do before you go to a meeting and be clear about who can speak on behalf of the community / group	
Personal violence	• Build relationships with those in power who could help you in difficult situations • Work in networks to give strength in numbers • Work with external allies who are not under the same threat • Treat your opponents with respect so as not to cause them to be violent	*specify person*

Key points

- If you think any risk is too high, it is wise to consider using other options for your advocacy, such as using an external spokesperson or overseas NGO. There may be some situations where the risk is so high that you cannot do any advocacy at all.
- Ensure that everyone involved is aware of the risk, is still happy to proceed and is aware of what to do to minimise the risk. This might involve ensuring that they know who to go to for help.
- Remember that often, there may be a bigger risk in not doing advocacy than in doing it, such as not speaking out for people being removed from their land.

3.7 Action planning

Once you have developed an overall advocacy strategy with clear ideas of methods and activities, it is important to plan how it will take place in terms of timing, resources, budgeting, personnel, etc. Planning should not be too rigid. Rather, the possibility of making changes should be built into the plan. The important things to decide at the beginning of the planning process are:

- who will do what
- when will this be done, and with whom
- what types of inputs, besides people, will be needed.

These things can be done using an activity planning worksheet (TOOL 22) and an activity schedule (Gantt chart – TOOL 23).

TOOL 22 Activity planning worksheet

Aim **To plan the specific details of how you will implement your advocacy strategy.**

Take each of the activities in the Summary Advocacy Strategy table (page 10), and place them in an activity plan as shown below.

EXAMPLE GOAL To increase the community's ability to undertake their own development.

OBJECTIVE 1 Enable community to see themselves as agents of change and to organise for action.

Activity plan

ACTIVITY	START/END DATE	PERSONNEL NEEDED (P)	MATERIAL NEEDED (M)	TOTAL COST (P + M)	PERSON RESPONSIBLE	ASSUMPTIONS/ CONSTRAINTS
Workshop on problem analysis	March	One trainer	Writing material Five days pay for trainer Food for 20 people for 4 days	$1,000	Community development worker Chair of community committee	Village is accessible in March
Skills training – experience at NGO office	May	One trainer One staff member	Three days pay for trainer Transport of 4 people to city Food and accommodation for 4 people for 4 nights	$1,500	Community development worker Chair of community committee	Will all be able to take time off from work in fields
etc						

TOOL 23 Activity schedule (Gantt chart)

Aim **To place all of the activities into a time frame so that you can all plan your work together.**

All the advocacy activities now need to be incorporated into one time-frame. The simplest way of doing this is through an activity schedule, called a Gantt chart. The chart shows when each activity is due to start and finish. It is useful for:

- sequencing activities
- seeing where delays and blocks are likely to occur

- monitoring a project's progress and raising questions such as 'Why are these activities delayed?' 'What will be the effects on other project activities?'
- ensuring co-ordination and understanding of all activities
- helping to clarify responsibilities.

The Gantt chart should be used as a guide only and needs to be flexible and responsive to new circumstances. The lines in the chart indicates the time span for each activity. You can make some lines thicker if the activity is intense to avoid planning too many intense, time-consuming activities at once.

A Gannt chart showing when activities occur during the year

Activity	September	October	November	December	January	February	March	April	May	June	July	August
Needs assessment of community	—	—	—	—								
Agree terms of reference with community				—	—							
Visit of community worker					—		—					
Training events							—			—		
Research by community									—	—	—	—

3.8 Organisational assessment for advocacy

TOOL 24 Organisational assessment for advocacy

Aim **To help you see the strengths that your organisation, community or group has for advocacy and to reduce any weaknesses.**

This tool will help you to:

- know what your organisation, community or group does well
- target resources most effectively by using and building on your strengths

- be aware of weaknesses and develop ways of reducing them
- have a realistic expectation of your advocacy work.

Capacities

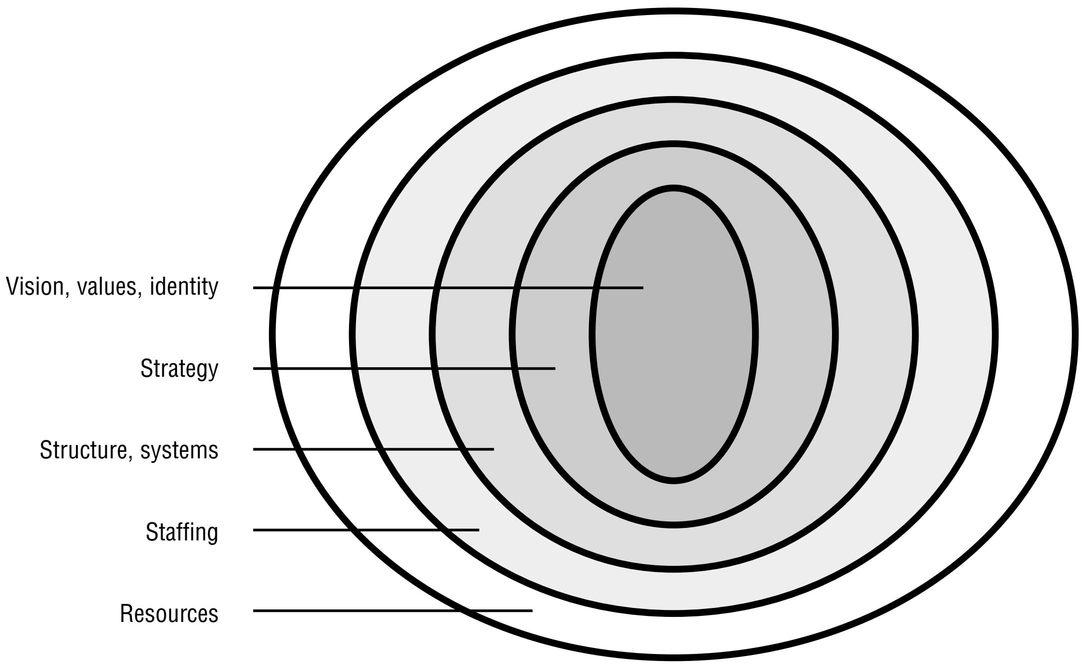
The diagram of the onion skin model of organisational development helps to show the relevance of advocacy at each layer of the onion skin. Each layer represents a set of capacities that can be used to assess advocacy strengths.

Note that some of the capacities are general capacities that an organisation will need whether it undertakes advocacy or not. Other capacities are more advocacy-specific. The five layers in the onion correspond to:

- What is our identity and what are we here for?
- How are we organised and how do we plan?
- How and why do we relate to others?
- What skills do we have?
- What resources do we have?

The onion skin model

Adapted from a model developed by INTRAC



Note on personal preferences

Just as an organisation has different strengths, so do individuals within the organisation (or community). Some individuals will be more effective in some kinds of advocacy work than others – some will be good at research, others at networking and others at lobbying decision-makers. If people have the chance to identify their own personal strengths, this can increase confidence and the effectiveness of advocacy work.

The capacities are listed in the table below. It is designed to be filled in as it is, or to be adapted as appropriate for each organisation or community. For most organisations there are likely to be too many capacities to assess all at once, and there may also be some missing. However, it is important to understand that an organisation does not need even half of the capacities before beginning to do advocacy work. These capacities can be used as criteria to determine the initial activities in advocacy, and to identify areas that will need more work to make advocacy more effective in the future.

Table of advocacy capacities

CAPACITY	SCORE (1–5)
A Vision, values, mission, strategy	
1 Clear mission and purpose of organisation or community group	
2 Clear and agreed values underpinning organisation or community	
3 Understanding of how advocacy links with core values and mission and as an integral part of development	
4 Strategy for action, linking to mission and values	
5 Understanding the servant nature of advocacy and appropriate use of power	
6 Commitment to building capacity of others to speak for themselves	
B Internal systems and structures	
1 Clear and accountable process for decision-making	
2 Theological reflection on issues	
3 Commitment to advocacy at highest level	
4 Clear idea of who you represent and how you represent them	
5 Clear understanding of own legitimacy and what this is based on	
6 Participation by all stakeholders in advocacy and other development work	
7 Clear lines of communication within and outside the organisation or community	
8 System for ongoing monitoring and evaluation of work	
9 Experience in conflict resolution	

Table of advocacy capacities (continued)

CAPACITY	SCORE (1–5)
C Skills, experience and understanding	
1 Understanding of how local, national and international policies affect local problems	
2 Understanding of policy-making and power relations	
3 Understanding the views and influence of key stakeholders	
4 Skills in research and access to good information	
5 Skills in community mobilisation and awareness-raising	
6 Skills, or access to skills, in law	
7 Skills in strategy development	
8 Skills in lobbying	
9 Experience of working with the media	
10 Support from others, such as partners or networks	
11 Understanding of risks and how to plan to reduce them	
D Resources	
1 Human resources committed to advocacy	
2 Financial resources committed to advocacy	
E External links	
1 Access to/relationship with grassroots groups	
2 Access to/relationship with policy-makers	
3 Access to/relationship with other local NGOs and churches	
4 Access to/relationship with international NGOs and churches	
5 Access to established networks	
6 Relationship with journalists	
7 Committed membership which can be mobilised	
8 Access to experts in your issue	
9 Access to trainers and other advocacy resources in-region	

The process The best way of carrying out an organisational assessment is for it to be participatory, rather than being done by an individual for one organisation, so that the assessment takes account of different points of view, and is based on sufficient information. We suggest a process below:

STEP 1: DISCUSSION The group lists and discusses some of the key issues the organisation is facing.

STEP 2: SCORING For each indicator in the table, the group scores them on a scale of 1–5, as does the facilitator if there is one, and any comments are added:

Suggested criteria for allocating score

CHARACTERISTIC OF INDICATOR	SCORE
SEED Just beginning to define itself in this area, has potential to develop	1
EMERGING Starting to become established	2
GROWING Beginning to gain momentum and confidence	3
WELL-DEVELOPED Good degree of competency and is seen to be very effective	4
MATURE Highly competent	5

Score sheet

INDICATOR	STAFF SCORE	FACILITATOR SCORE	COMMENTS
Clear mission statement?			
Good research skills?			
Clear lines of accountability?			
Strong links with other groups?			

STEP 3: SUMMARY AND FEEDBACK The group discusses the findings and implications. The participants:

- discuss whether they agree with each score
- try to understand what the scores tell them about each aspect of the organisation or community
- pick out the main trends and issues
- identify strengths and weaknesses and discuss options for strengthening specific areas and eliminating weaknesses (see TOOL 25)
- develop a clear programme of activities in order to implement the findings.

STEPS 4 AND 5: REPORT AND PLANNING THE NEXT REVIEW It is useful to write a report of this process and to review the plan of action after a suitable period of time, such as a year, to see whether the changes have been made and whether they have been effective. The whole process will not need to be repeated, but it is useful to assess all of the areas again. You can then see which have been strengthened and which still need more work.

TOOL 25 SWOT/BEEM analysis

Aim **To identify strengths and weaknesses for advocacy and develop a strategy to build on strengths and eliminate weaknesses.**

Once you have used TOOL 24 to assess the health of your organisation, you need to take action to improve it. You probably will not be able to act on everything at once so pick out the five strongest areas for advocacy work and consider how you can build on these, and focus on five priority areas for improvement within the following twelve months. One way of considering how to go about this is to do a SWOT/BEEM analysis.

SWOT/BEEM analysis is a simple way of looking in more detail at your strengths and weaknesses, and considering how to build on your strengths and eliminate your weaknesses, concentrating particularly on the first two rows (see below).

For this exercise we are focusing mainly on the strengths and how to build on them, and the weaknesses and how to eliminate them.

SWOT/BEEM analysis

Strengths	How to Build on them
Weaknesses	How to Eliminate them
Opportunities	How to Exploit them
Threats	How to Minimise them

Action

Description

This section will help you to put your advocacy strategy into action by showing you the range of options open to you.

You may use all of the options in a particular advocacy initiative, but you may only use one. It is vital that all activities are co-ordinated and that they do not contradict each other.

Learning objectives

By the end of the section, participants will:

- **know the key points to include in an advocacy 'position' or 'policy'**
- **understand the functions and uses of networks**
- **be able to plan for a lobbying meeting**
- **be aware of options for raising awareness**
- **have ideas about how to mobilise people for action**
- **be able to write a press release and prepare for a radio interview.**

Links

This links to SECTION A5 (Understanding politics and power), SECTION C3.4 (Planning – stakeholder analysis) and SECTION C3.5 (Planning – choosing your methods).

Tools and exercises

This section contains some useful tools for advocacy options and presents a series of tips to help you to take action. It is split into six categories:

4.1 Deciding your position (TOOL 26)

4.2 Networking (TOOL 27)

4.3 Lobbying (TOOLS 28–30)

4.4 Education and raising awareness

4.5 Mobilising (TOOLS 31–32)

4.6 Working with the media (TOOLS 33–34)

4.1 Deciding your position

Aim **To understand the usefulness of having a position and how to develop one.**

A *position* is a statement of what an organisation, group or person believes about a particular issue and how they think this should be acted upon. It is often also called a *policy*.

Positions or policies come in various forms:

- **internal** (such as a personnel policy within an organisation) and **external** (a group's beliefs on external issues such as AIDS and what others need to do, such as the government needing to invest more money in healthcare)
- **formal** (usually written and agreed by everyone, such as a letter to government, organisation's mission statement) or **informal** (often in a conversation: 'we have not discussed it in detail but we are not happy with the situation')
- **proactive / long-term** (such as views on land redistribution in a local area) or **reactive / emergency** (such as a quick response because someone has been put in prison)
- **with others** or **alone**
- **short** (2–4 sided briefing paper, presenting the main points) or **long** (policy or research paper giving detailed arguments and recommendations, often accompanied by a letter highlighting the main points).

Positions serve many useful purposes:

CLARIFY THINKING ON A PARTICULAR ISSUE It is often only when things are written down that the position becomes clear.

ACCURATE REPRESENTATION Being able to give a position to other groups such as the media and policy-makers will help you to be accurately represented and understood by them.

CONSISTENCY OF VOICE to ensure that all spokespeople within the group give the same messages.

CONSISTENCY WITH OTHER POSITIONS to ensure that your position is consistent with your position on other issues.

CLARIFY DIFFERENCES to help you to identify the main areas of disagreement you have with other people's positions and therefore clarify the main areas for advocacy work.

Key points

- Positions should be kept as brief as possible (2–4 pages) and to the point.
- Focus on what you can offer, such as new or unique evidence that you might have.

- Make sure information is relevant and up-to-date.
- Build arguments around what you believe to be the weak points of the policy-makers.
- Policy-makers need to know they can work with you, so ensure that the tone of the position shows that you are willing to co-operate.
- Write clear recommendations that can be implemented.
- Write joint position statements as part of a network if you think it will bring more chance of success, although be aware that these can take a long time to agree.
- Ensure that your position accurately reflects the views of those you claim to represent.
- Use headed note-paper if possible and get others to check for grammar and spelling mistakes – poor presentation can discourage people from reading it.

TOOL 26 Main components of a position or policy

Although positions appear in many different forms and serve many different purposes, they are likely to include some or all of the components below.

INTRODUCTION Name of organisation, what your main activities are, what your basis for existence is, who you represent.

EXECUTIVE SUMMARY (if the position paper is long). Brief outline of your history of involvement, of the issues and why you are concerned.

EFFECTS AND EVIDENCE What are the current and potential future effects of the issue on those you represent? Include any primary or secondary research you have. If you have detailed information, add an appendix to the document and refer to it here.

CAUSES AND RESPONSIBILITY Which groups or individuals have caused the current situation and are responsible for it? What events have contributed towards it? Why have particular actions been wrong, according to law, morality, etc?

SOLUTIONS AND RECOMMENDATIONS What needs to be done to address the problem? Who is responsible for doing this? What is already happening to address the issue and who is doing this? What is good or bad about the current proposals and actions and what needs to change about them? What specific recommendations do you have? Make sure these are SMART. What arguments will be used against your proposals and how can you respond to these?

APPENDICES Include any detailed information that you have referred to in the main document.

Positions can be sent or given to policy makers in one of three main forms:

- a short position paper (2–4 sides, handed over at a visit or sent with an accompanying letter highlighting one or two key points, or the recommendations)
- a longer briefing document (handed over at a visit or sent with an accompanying letter highlighting the main points)

- a letter written for a specific policy-maker, which includes the main points from a position paper. This acts as a stand-alone document, but offer to provide more details if required.

The approach that you choose will depend on how much information you want to include, how well you know the policy-maker, the amount of time you have available to write letters, etc.

Exercise

Participants attempt to write their own position statement, based on this template and referring to the example given over the page. Do you agree with Tearfund's approach? What was the hardest part in developing a position?

4.2 Networking

Aim **To understand who you should co-operate with and the best way of doing it.**

Networking is about making contact with people and organisations for the purposes of sharing information and possibly working together for greater effectiveness. This can be done informally, such as through individual relationships or sending information that might be of interest, or it can be done more formally through joining or forming a network.

Networking has many advantages, as well as risks:

The advantages and risks of networking

Advantages	Risks
■ source of useful information and analysis and pool of skills and resources ■ safety net for emergencies – members of a network less likely to be targeted than individuals working alone ■ strength in numbers means it is more difficult for policy-makers to ignore demands – therefore more likely to bring change ■ avoids duplication and saves time and work	■ can be time-consuming to speak to others ■ competition between groups in seeking credit for 'success' ■ not everybody will be open about plans and views – and some could just take and not give ■ disagreement about who should join the network

Extract from a position paper

Submission on Climate Change to International Conference on Freshwater
December 2001

Droughts and flooding set to increase
Approximately 1.7 billion of the world's population currently lives in countries that are water-stressed, and it is estimated that by 2025, this number could increase to 5 billion. Climate change increases the risk of drought and is therefore likely to compound existing and future water pressures and intensify competition for water resources. There is also increased risk of flooding brought about by climate change and it is estimated that by 2025 over half of all people living in developing countries will be 'highly vulnerable' to floods and storms.

The effect of floods and droughts on developing countries
The effects of water-related disasters will be worst for people living in many developing countries. Floods and droughts threaten life, property and eco-systems. Sea-level rise, storm surges and flooding will cause migration, with consequences for infrastructure further in-land. If official predictions over sea-level rise are fulfilled, flooding in Bangladesh will create millions of 'ecological refugees'. Floods and droughts will also impact human health, as water availability and quality deteriorates; sanitation systems, storm-water drainage and sewage disposal are disrupted; and disease is spread among displaced communities. Economic and political tensions will increase as water supplies are affected.

Recommendations
If development is to be sustainable, the continuous threat of climate change must be taken into account in all development initiatives with vulnerable countries. Tearfund urges a much greater emphasis by OECD countries on preparing vulnerable communities for floods and droughts through the following actions:

- Incorporate climate risk into water management. Climatic risks should be included in the design and implementation of international development initiatives, including water resource management.
- Raise the profile of disaster preparedness and mitigation. Preparedness for, and mitigation of droughts and flooding should become an integral and larger part of donor governments' responses to the developing world.
- Increase funding for disaster preparedness and mitigation. Developing countries, particularly the least developed, do not have the financial resources to cope with the consequences of drought and flooding. Donor governments should allocate sufficient funding for disaster preparedness and mitigation programmes. The UK government should increase its official development assistance to 0.7% of GNP, and allocate at least 5% of this to disaster preparedness and mitigation.
- Participatory approach. Plans for management of floods and drought should be developed with local communities, agencies and governments in order to make use of local knowledge and develop appropriate and sustainable systems.
- Build capacity. Issues of economic crisis, poverty and unemployment in many developing nations mean that flood and drought preparedness and mitigation are often low priority. Donor governments should place a greater emphasis on building the capacity of communities and governments in flood prone and water-stressed countries to prepare for and respond to floods and droughts.

Example policy letter to Tony Blair after the September 11 attacks in the US

The Rt Hon Tony Blair MP, Prime Minister
10 Downing Street
London
SW1A 2AA

TEARFUND
CHRISTIAN ACTION WITH THE WORLD'S POOR

19 September 2001

Dear Prime Minister

None of us has been unaffected by the emotion and impact caused by the horror of last Tuesday's events. At this time of devastating tragedy and international crisis I therefore want to assure you of the prayerful support of Tearfund and its supporters as you face a welter of significant and complex decisions.

Last week we wrote to supporters, encouraging them to remember the bereaved and the suffering in the United States and their friends and families across the world, and to pray for wisdom for world leaders who have to respond to this rapidly changing situation – when the desire for retaliation and revenge competes with the values of democracy and justice.

As an organisation we support relief and development work in dozens of countries around the world. In particular we have been deeply involved with and concerned about the humanitarian crisis that existed in Afghanistan even before last Tuesday. Indeed a few weeks ago Tearfund launched an appeal to its supporters on behalf of the people of Afghanistan, recognising the devastating impact of poverty, war and drought that has seen five million brought to the edge of starvation, and the displacement of hundreds of thousands of desperately needy people. Now, even the threat of military action, real or assumed, has further deepened the humanitarian crisis in Afghanistan and many of the surrounding countries.

We therefore wish to express the strongest possible concern that all action that is proposed will carefully assess – and fully take into account – the humanitarian implications, both short and long term. Our concern includes the expatriate personnel whose trial on charges of promoting Christianity was interrupted last week. It includes their Afghan colleagues, also in prison. It extends to the thousands already moving towards the Afghan borders, and those too weak or unable to move. It includes those who have already crossed the borders into neighbouring countries. It would be a further awful tragedy if inappropriate action led to thousands more victims. We also believe it would make it even harder to combat terrorism.

It is in this context that we would urge you to continue to do all you can to ensure that the response to this outrage is measured and proportionate, designed to bring the perpetrators to justice, based on evidence properly gathered and clearly presented. We believe that measures to combat terrorism should seek to maximise the levels of international agreement, make full use of diplomacy, be within the bounds of international law and clearly distinguish between the innocent and the guilty.

It is also in this context that we would plead that the urgent need for humanitarian aid in Afghanistan and the surrounding countries is not forgotten. Speedy and co-ordinated international action is already required to meet this challenge, as the threat of catastrophe increases daily.

As you travel to the USA, and encounter the human dimensions of this tragedy while discussing further the weightiest possible matters of policy, let me once again assure you of our prayerful support.

Yours sincerely

Doug Balfour
General Director, Tearfund

TOOL 27 Questions to help you decide who to network with

If you are thinking of networking with other groups to help you in your advocacy work, it is useful to ask the following questions:

WHO SHARES YOUR VALUES? Your natural allies may be those who have similar vision and values. It is a good idea to approach them first. However, do not ignore other groups because their values are not exactly the same as yours. You will need to work with many different groups. Ensure that you are clear about the nature of co-operation.

WHO IS ALREADY WORKING ON THE ISSUE? Learn from those with more experience and see whether you are trying to achieve the same results and are willing to co-operate. If they support your position, keep a good relationship.

WHO CAN PROVIDE SOMETHING THAT YOU NEED? Eg: information, experience in media relations, influence with decision-makers or an active membership that will campaign. Decide what you need from them and be clear about what you are asking them for.

WHO WOULD CO-OPERATE WITH YOU? Understand what they are trying to achieve and be clear about what you can offer them in terms of skills, access to groups, research etc.

WHO HAS THE CAPACITY TO ACT? All collaborators need to be clear about what they promise to do, and fulfil their promises.

WOULD THINGS BE WORSE IF YOU DID NOT WORK TOGETHER? Would lack of co-operation reduce your combined impact and chances of achieving your goals and objectives?

4.3 Lobbying

Aim **To show the most effective ways to directly influence decision-makers.**

The ultimate aim of much of our advocacy work is to influence decision-makers, whether they are the local mayor, government officials, business leaders, church leaders, Members of Parliament, trade unions or other groups.

There are a number of possible approaches, including:

- writing a letter or sending a position paper
- making a phone-call
- arranging a visit or a meeting
- participating in a public meeting or conference
- taking the opportunities that arise, such as a chance meeting
- using the courts.

Types of lobbying

There are many different types of lobbying, some of which may require specialist expertise and others that anyone can do. We outlined four of the approaches below:

POLICY CHANGE This is the most common lobbying activity, which is aimed at all types of decision-makers (government, business, churches) who have policies and practices that affect communities. With good preparation and good evidence, anyone can be effective at bringing about a change in the way these groups act.

CHANGING LEGISLATION This type of lobbying activity aims at political representatives who are involved in making and passing laws. They may be members of a national parliament or assembly, or a regional or local decision-making body. This lobbying is technical and involves suggesting specific amendments to existing laws, content for new laws or arguing to maintain laws that others are seeking to abolish. Anyone can get involved in this lobbying, but it is good to gain support from someone more experienced first. It is important to know what you can influence at each stage of the legislation, so that you do not try to make changes too late or raise points that are too detailed before they are relevant.

USING THE COURTS This is a more specific approach, which usually requires experienced lawyers. This involves trying to ensure that legislation is correctly implemented, rather than changing legislation. It may also involve defending individuals or groups that are not in a position to defend themselves, such as where land is illegally taken. The process can be time consuming and expensive, but if the actions are clearly illegal and the court implements the rule of law, then success is likely.

HUMAN RIGHTS Human rights are a set of rights that have been agreed at international level. They are based on the understanding that everyone has equal worth and that everyone has a responsibility to treat others with dignity and respect. Many countries have adopted them into their national laws, which means that these specific rights can be defended and enforced through the courts.

- The advantage of using human rights to bring about change is that they are clearly stated and understood, they are accepted in many countries worldwide, and they can help to empower people and give them dignity and self worth. Many of the rights are closely connected with Biblical principles of human value and justice although the language used may be different from the language many Christians would use.
- However, there are some drawbacks to a human rights approach to development. Some argue that human rights do not take sufficient account of cultural differences. Governments are sometimes unable to enforce human rights. There are certain applications of rights that many Christians would oppose, such as the freedom to choose, if it leads to abortion on demand.
- Defending human rights is one way of working for justice. It involves using the various human rights agreements to protect people's rights in a court of law, whether this is a national, regional or international court. It can be considered as an option in advocacy work.

Meetings are the most common arenas for lobbying decision-makers. Below, we guide you through some key considerations before, during and after meetings.

The aim of meetings varies, including to:

- build relationships
- listen and collect information
- share information and educate
- persuade others, such as to change policy or practice, seek funding or work collectively towards a solution. This will include suggesting specific proposals for action.

Whatever the reasons for the meeting, you need to be clear about why you are having or attending a meeting and what you hope to achieve from it. You need to be ready to use both formal and informal meetings to your maximum benefit.

TOOL 28 Making the most of a meeting

The following guidelines are for when you are arranging a formal meeting, where you know there will be specific time for you to raise your concerns. Many of the points are also relevant for more informal meetings or to prepare you to lobby if an unexpected opportunity arises.

Consider the following:

Before the meeting

BACKGROUND INFORMATION

- Who called the meeting and why?
- What previous contact has anyone had? Was anything promised (from either side)? Has it been delivered? Is there continuing contact?
- Who will represent the policy-makers at the meeting and what are their roles? What are their interests, background and views? Are there any disagreements or power struggles between them?
- How do you think the policy-makers view you? Why have they agreed to see you? What power or influence do they recognise that you have?
- What information can you find out beforehand so that you are prepared?
- Allow plenty of time to get to the meeting so that you are not late.

RESULT

- What do you hope to achieve from the meeting? What will you ask them to do?
- Consider what they may want to gain from the meeting and how you can provide it.

ROLES AND APPROACH

- Who will attend the meeting on behalf of your organisation or network? Who will present your information or argument? Who will take notes?
- Decide a rough plan of attack and responses to possible questions.
- Know your main points well.

During the meeting

INTRODUCTIONS

- Make sure that everyone in the room is introduced, and give a brief background to each organisation represented if this is a first meeting. Summarise what happened in previous meetings if appropriate.
- Clarify why you are meeting and agree how to proceed.

APPROACH AND MANNER

- Be relaxed, polite and friendly.
- Maintain a positive atmosphere and listen actively. Do not accuse and respond honestly to any concerns raised.

CLARITY

- Have a clear achievable goal. State your case precisely. Ask for clarity if necessary.

TACTICS

- Focus on your most important concerns first and leave smaller issues until the end.
- Keep discussion on track.
- Know what issues you are willing to compromise on and what you are not.
- Plan for different kinds of responses.
- Summarise progress at various points.

NETWORKS OR LARGER GROUPS

- Find out beforehand if other people with different perspectives are going to be lobbying in the meeting and agree how to proceed. If you argue among yourselves you will reduce your chance of success.
- Ensure that the chairperson does not allow one person to dominate the meeting.

FOLLOW-UP

- Clarify what has been agreed.
- Be willing to do some work for the policy-maker.
- Say that you will contact the policy-maker soon, and agree to meet again if appropriate.

After the meeting

DEBRIEF

- Did you achieve your objectives?
- Did you think they were telling the truth – were they hiding something?
- Are they keen to work with you?
- Did you discover new information?
- What are you going to do next?

REPORT

- Write a quick report of the meeting.
- Pass it to everyone who came with you.
- Pass it to relevant people in your organisation.

FOLLOW-UP

- Send a brief letter thanking the policy-maker for seeing you, summarising the main points and reminding them of their promises and what you have promised.
- After a while, contact them again to see if they have done what they promised.

Role play

You are part of a community which is concerned about the operations of a chemical factory 1km upstream. This factory has been operating for four years and during the past three months the community has been experiencing problems. Large areas of land have been fenced off, blocking the main route to take cattle to other pastures further up the valley. When clothes are washed in the river they get stained and there is more illness in the village, probably due to water pollution. There is also a constant stream of traffic through your village that has disrupted the animals and is a danger to the children playing near the roads. You have discussed the issues as a community and decided that the situation needs to be addressed and that you need to discuss it with the factory owners. This will be your first meeting with the factory owner, although you had minimal contact with factory staff five years previously when two members came to speak briefly to the village committee about the plans to build the factory. How do you approach the meeting? What are you trying to achieve?

TOOL 29 Lobbying guidelines

It is useful to develop lobbying guidelines to ensure that your lobbying agrees with your principles and values. The following guidelines were initially written for Tearfund staff who come into contact with policy makers – mainly politicians and civil servants. The guidelines aim to ensure that lobbying upholds key Tearfund values, maintains Tearfund's credibility and avoids the risks of poor internal communication.

Develop your own guidelines, reflecting the principles and values of your own organisation.

Some suggested guidelines for lobbying

KEY PRINCIPLES	ACTION
Respect	Staff should show respect. They can criticise actions and policies but should not make personal attacks on individual policy makers.
Truthfulness	Staff should accurately represent their own position and that of others, providing evidence for any claims they make.
Confidentiality	Staff should not reveal confidential information offered by a policy-maker to a third party without their permission.
Integrity	Staff should ensure that any issues that they have asked decision-makers to address, should also be addressed internally.
Consistency of positions / policies	Staff should not claim policy status for their views where no policy exists. Each should refer to their line manager in case of doubt.
Appropriate contacts	Staff should register all intended meetings with policy makers with their line manager. Where there is cause for doubt about the appropriateness of a meeting, the line manager will decide whether it should proceed.
Co-ordination	Staff should register all such meetings with the Public Policy Team, along with any significant feedback and copies of significant correspondence, so that the Public Policy Team can co-ordinate contacts and brief staff where necessary.

TOOL 30 Negotiating skills

Good negotiating skills enable you to ensure that others understand the point you are making and help you to persuade others to take your suggested course of action. Bad habits in negotiating can quickly alienate those you are speaking to and undermine your message.

Helpful and unhelpful approaches to negotiating

Helpful

WIN-WIN Seek solutions that will be beneficial to both parties. Be willing to compromise on some areas, but be very clear about what you will not negotiate. Try to think of what you can offer so that the other party is satisfied.

ASK QUESTIONS so that you can identify areas where you may both benefit. This also helps you to avoid a spiral of attacking and defending.

SEEK PERMISSION This puts you in control without having to battle to speak. 'I would like to suggest that…' or 'could I ask…?'

TEST AND SUMMARISE Ensure that everyone has understood and interpreted things in the same way and agrees on action points. This helps build trust and avoids confusion and relationship breakdown later on.

EXPLAIN YOUR MOTIVES to the other parties so that they are clear why you are proposing a particular course of action. Do not leave them guessing about hidden agendas.

BE SENSITIVE to a change in mood, to unexpected revelations or reactions, to defensive responses, to boredom or lack of interest – and change your approach accordingly.

KNOW WHEN TO STOP Be aware of how far you can push a particular line of questioning, and be prepared to meet again later on if necessary.

LISTEN AND ENGAGE Listen to concerns and try and respond to them. Let them speak first if necessary.

Unhelpful

EMOTIVE APPROACH Using subjective or emotive words adds nothing to your case but simply accuses the other side of being unfair or unreasonable.

DEFEND/ATTACK SPIRALS If you do not listen to the other point of view and simply defend your own position, an argument can result and it is harder to persuade others.

LISTING arguments, reasons and information to strengthen the proposal can annoy the listener and make them forget the main points.

COUNTER-PROPOSALS If you counter every suggestion by the other party with one of your own, it will become harder to persuade them.

ANGER Shouting at someone could discredit your message, and suggest that you have weak arguments.

RIDICULE/DISRESPECT This will cause the other person to close up and they may even close the meeting early.

INTERRUPTIONS This can annoy the person speaking, and others, who will think you are not listening, and they may do the same to you.

MAKING IT PERSONAL This can lead to people being offended and insulted and does not necessarily address the problem.

4.4 Education and raising awareness

Aim **To show methods available for education and raising awareness.**

Education and raising awareness are activities that are central to any development activity in order to empower people to act on new information and understanding. For advocacy, awareness can be raised in a number of ways. For example, an outsider might work with a community to help them understand the causes of their poverty and enable them to see how they can make a difference.

It is important to understand how adults learn in order to think about the most appropriate and effective ways of awareness raising for advocacy. As the box below shows, what needs to be avoided is an outsider approaching a community, telling them what the problems are and exactly what to do to solve them – see SECTION C1 (Issue identification) for a suitable role play.

Not teaching, but learning

People remember…
20% of what they hear, 40% of what they hear and see, 80% of what they discover for themselves.

Education and activities to raise awareness should therefore stress learning more than teaching. Where possible, those trying to educate or raise awareness should create a learning situation where people can discover answers for themselves.

- Adults have learned much from life, mostly from others. They should be encouraged to share their own experiences and understanding with each other.
- Adults are interested and learn quickly about things that are relevant to their lives. They should be encouraged to choose topics that are important to them and share in the planning.
- Adults have a sense of personal dignity. They must be treated with respect at all times and not humiliated or laughed at in front of others.
- As adults grow older their powers of observation and reasoning often grow stronger.

Adapted from Training For Transformation Book 1 p129–131

Useful methods for passing on information to those who have an understanding of the issues but do not necessarily know all of the facts are:

- public meetings and rallies
- information leaflets
- radio broadcasts
- newspaper articles
- press releases
- open air films
- slide shows
- newsletters
- community meetings
- posters
- PRA and PLA tools

4.5 Mobilising people for action

Aim **To show methods available for mobilising people for action, once they are aware of the issues and convinced of the need for action.**

A group that is already involved in an advocacy initiative will often try to raise others' awareness of the issues and mobilise them for action.

There are two types of groups that can be mobilised for action:

- Those who are directly affected by the problem. For example, the poor in Cochabamba, Bolivia took part in demonstrations to protest against water privatisation.
- Those who are concerned for others, such as churches and supporters of environmental groups. For example, Tearfund supporters wrote to the BP oil company to protest against their operations in Sudan because Sudanese people would be under threat if they protested directly.

There are many reasons for mobilising groups of people for action:

- It brings greater pressure to decision-makers through showing there is public concern, a wide range of interested groups, and a high level of awareness and understanding.
- It adds legitimacy to lobbying efforts when the affected community come together to show their concern.
- It can open access to decision-makers if lobbying is not achieving much.
- It is a way of using energy or anger in a positive way that will bring about change.
- It can bring media attention and raise the profile of the issue.

Ação Evangélica (ACEV), Brazil – Pipeline Campaign

Ação Evangélica is a small Pentecostal denomination in Brazil. Amongst their various activities, they drill wells for poor communities and campaign for access to water for everyone.

For seven years they have been campaigning for a pipeline to be run from the Coremas reservoir to the Patos, São Mamede and Santa Luzia region. They arranged regular public meetings with parliamentary representatives, the Secretary of State for Water Resources, Head of the State Water Board, Mayor and Local Councillors. The lobbying was having little success so they organised a march to demand that the government take responsibility for providing access to clean water and build the pipeline.

The politicians thought that few people would take part in the march, but when they saw that crowds were gathering and television cameras had arrived, they quickly joined the march at the front! This ended in a public meeting, led by ACEV, who carefully controlled the party political balance of speakers. They also organised a petition to the State Governor, and paid for adverts on television in favour of the pipeline.

So far, the pipeline has not been built but ACEV will continue to put pressure on the authorities. However, the State Governor has announced on the radio that he will soon be starting work on the pipeline, so ACEV will now find it easier to hold the authorities to account.

AIDS awareness in Ethiopia

EvaSue, The Evangelical Student Body in Ethiopia, wanted to highlight the spread of AIDS in Ethiopia. They organised a march of 240 students that started from a church in Addis Ababa and marched through the streets, visiting the Tesfa Goh (Association of HIV/AIDS patients) on the way as an act of solidarity. They carried banners and wore t-shirts with 'life is precious: guard it' on the front. They ended the march at the Prime Minister's office, where they delivered a letter and prayed for the nation and HIV/AIDS patients. The letter said that they wanted more co-ordination between NGOs and government in AIDS prevention and care, they wanted the government to increase education about moral values in schools, they wanted more medicines to be imported for AIDS sufferers, free of tax, and that the government should bring in laws to stop job discrimination against those with HIV/AIDS.

The demonstration was covered on television, radio and in various publications. Others in the Christian community are now planning similar action. A Christian radio station based in another country has promised to reinforce the initiative through broadcasting programmes. The Tesfa Goh wants to collaborate with EvaSue in some way.

In December 2001, the government agreed to import medicines free of tax and the Ministry of Education has planned to introduce a forum to discuss changing the educational curriculum of the country. EvaSue will be part of that forum.

Mobilisation is culture-specific, perhaps more so than many of the other advocacy activities. What works in one country, such as a street march, may not work in another place, where a public meeting might be more appropriate. The two examples above offer a few tips to consider when mobilising people for action.

TOOL 31 Principles for mobilising people for action

INCLUDE THOSE WHO ARE AFFECTED BY THE PROBLEM, so they take responsibility for advocating for their own issues.

CLARIFY WHAT YOU ARE TRYING TO ACHIEVE by mobilising people, so that your actions are not confused.

CHOOSE YOUR METHODS CAREFULLY, both according to what will be effective and appropriate, and what people are likely to be willing to do.

HAVE A CLEAR MESSAGE, using slogans if appropriate.

ENCOURAGE EASY ACTIONS so that people will readily become involved and act. Many people doing a basic action such as signing a petition can be more powerful than a few people doing a more complicated action such as writing a complex letter.

MAKE EVENTS FUN, such as holding a carnival or march, because this builds solidarity and support.

AVOID VIOLENCE because this will discredit your message and is unlikely to bring about the change you are looking for.

THINK ABOUT HOW THE MEDIA WILL RESPOND and plan actions that will attract media attention so you can get your message to a wide audience.

WORK WITH YOUR ALLIES to reach the widest group of concerned people possible.

CONSIDER THE POTENTIAL EFFECTS ON YOUR RELATIONSHIP WITH DECISION-MAKERS. If you are in discussions with decision-makers about changes that they can make to their policies or practices, then you need to consider whether mobilisation will increase or decrease your chances of success.

TOOL 32 Methods for mobilising people

There are many methods of mobilising people for action. The methods you choose should depend on factors such as what people are interested in doing and what will have the greatest impact. The table on the following page outlines a number of options, with some of their pros and cons.

4.6 Working with the media

The 'media' includes radio, television, newspapers, magazines and the electronic media such as email and the internet. It is a powerful force that can build awareness and shape public opinion and influence policy decisions. If you use the media well you can enhance your advocacy work and increase your chances of bringing about the change you desire.

Some tips for working with the media:

BE CLEAR ABOUT YOUR AIM Why do you want media coverage? Is it to reach decision-makers or a wider audience? Is it to raise awareness or put pressure for policy change?

STICK TO YOUR MESSAGE What particular message do you want to share? Ensure that this is clear and in line with your messages for lobbying and mobilising people.

REMEMBER THAT YOU ARE DEALING WITH PEOPLE The media is made up of individuals and departments who have a job to do and need a good story.

TARGET KEY PEOPLE To use the media well you need to have good relationships with relevant people who are in sympathy with what you are trying to do.

PUT YOURSELF IN THE SHOES OF THE MEDIA Ask yourself 'Why is this interesting? What will catch people's attention? What is the likely reaction?'

REMEMBER THAT NO NEWS IS UNBIASED Most media have values behind them, whether they are political, religious, poverty focused etc. Make sure you find out what this is before you approach them. You will then have a good understanding of how they may view your issues.

Methods of mobilisation

	COMPONENTS	BENEFITS	DRAWBACKS
Public meetings	People brought together for a debate Decision-makers open to public questioning Everyone invited	Might get good publicity Decision-makers hear views directly Chance for discussion	Time-consuming and expensive to set up Possibility of disruption or confrontation
Vigils, demonstrations and protests	Group of people gathered at a symbolic place to make a visual protest to decision-makers	Can be very visual and powerful Good media coverage	Possible violence Might lose access to decision-makers if confrontational
Supporters meeting decision-makers	Groups of concerned people meet with decision-makers, often their local officials to reinforce the message	Decision-makers hear concerns directly from those affected Builds local support for campaign	Difficult to co-ordinate message
Production of materials (reports, briefings)	Detailed material which shows the facts behind the campaign, usually with policy recommendations	Gives credibility among supporters and decision-makers Educates others	Time-consuming and expensive to produce Danger that they will not be read
Stunts	Unusual actions which draw media attention to your cause, such as street drama	Good media attention Powerful for getting message across to public and decision-makers	Can go wrong and look unprofessional If very controversial, public may be hostile
Newsletters	Regular mailing or information to those who are interested	Keeps people up-to-date Encourages regular and alternative actions	Can be time-consuming and expensive to produce
Postcards and petitions	People sign a sheet of paper or sign or write a message on a postcard to decision-makers	Quick and easy to do Many people likely to act Can be a good starting point for mobilising the public	Impersonal, so possibly ignored by decision-makers
Letters to decision-makers	People write personally to decision-makers	Letters to elected representatives often viewed by policy-makers as measure of public concern	Decision-maker might receive many letters, so difficult to distinguish from other campaigns
Internet campaigning	Signing petitions, sending letters to decision-makers	Easy to set up Flexible and responsive Can get many people involved	Excludes those without internet access May be ignored because impersonal
Exhibitions	Set up in public places to raise awareness Possibly linked with actions or stunts	Photos, video and audio are very visual and people will stop and take notice	Time-consuming Often dependent on the weather
Boycotts	Refusal to buy products from a certain company	Can affect profits and bring pressure for change Good media coverage	If few people participate, it will not be effective

TOOL 33 Media release

This is one of the most common ways of relating to the media and you can use it to draw attention to your concerns. Make sure you answer the following five questions:

- What is happening / has happened?
- Who is doing it / did it or is talking about it?
- Where is it happening / has it happened?
- When is it happening / has it happened?
- Why is it happening / has it happened?

You should also apply the 'So what?' question to your media release. This means putting yourselves in the shoes of the reader. This will make sure you have made the issue and implications clear to them. Good photographs can significantly improve the chance of coverage in a newspaper.

Finally, ensure that your facts are correct and once you have sent the media release, contact the person you have sent it to in order to find out whether they will cover your story or want more information.

On the following page is an example of a media release.

TOOL 34 Radio interviews

Radio interviews can be an effective way of delivering your message clearly and quickly, but, if badly done, could also undermine your advocacy work. Interview styles range from simple enquiry to hostile questioning.

Remember that you have the information. You are the expert and you are there to entertain, to inform and educate. Good interviews require good preparation and experience. Experience only comes with practice but you can learn how to prepare.

Ten tips for a radio interview

- Check whether it will be live or recorded and whether you will be the only person interviewed or whether it will be a debate.
- Check the latest information and have the necessary facts written down in front of you.
- Think of difficult questions you might be asked and develop answers.
- Make a list of the three main points you want make – and stick to them!
- Develop some stories or examples to illustrate your points.
- Find out what the first question will be.
- If you are inexperienced or lacking confidence, practise what you want to say with a friend or colleague.
- Develop a conversational style – do not be too complicated or technical.

Example media release

1 The release should be a maximum of 2 sides of A4 paper, and only on one side of each sheet.

2 Use headed note-paper if possible. Write NEWS RELEASE and the date.

NEWS RELEASE

Embargoed until 0001 July 5th 2000

TEARFUND
CHRISTIAN ACTION WITH THE WORLD'S POOR

3 Place an embargo on it if you do not want the news to be publicised before a certain date.

Young people call for greater peace efforts in Sudan

4 Make sure the headline is bold so that it gets people's attention

5 Include all the basic facts in the first paragraph, by making sure you have answered What? Who? When? Why? How? Where?

Thousands of young people are sending postcards with a difference from their summer holidays this year – calling on the British Government to exert pressure to end 16 years of war in Sudan, which has claimed nearly two million lives.

The post card campaign is being conducted by Tearfund's Activist network of young supporters. Thousands of young people who attend summer holiday church events such as the Soul Survivor and New Wine festivals are being encouraged to join in by sending postcards to their MPs.

The postcards, which bear photos of children in Sudan, urge MPs to seek assurances from the newly-appointed Foreign Office Minister Peter Hain that the UK Government is committed to supporting a negotiated settlement which will bring a lasting peace in the country.

6 Use short sentences and paragraphs and avoid jargon.

Angus Murray, Sudan Project Officer at Tearfund, believes that greater diplomatic efforts from Britain and other western governments will be crucial in bringing Sudan's various warring parties closer to a just and lasting peace.

7 Include a direct quote from the spokesperson and an example or story.

'Other countries in the region and internationally are involved in the Sudan conflict to varying degrees. There are also conflicts within conflicts inside Sudan itself. They include southern groups fighting one another, government and rebel commanders occasionally changing sides, and mini-wars in different regions, including eastern Sudan and the Nuba Mountains.'

Continues Angus: 'In the past a lack of international pressure for peace has left warring factions with too few reasons to end their fighting. We are asking the British Government for a concerted international initiative to help create peace in the region. Tearfund's Christian partners are working at the grassroots to bring about peace.'

Ends

8 Put your contact name and details at the bottom of the release. If you have additional information available, or further statistics, refer to it at the end.

For further information contact Keith Ewing, Tearfund Press Office, on +44 20 8943 7779, or Peter Laverock on +44 020 8943 7901.

Tearfund is an evangelical Christian relief and development agency with 600 projects in more than 80 countries. It is a member of the Disasters Emergency Committee of leading UK aid agencies and was a founder member of the Jubilee 2000 coalition, which campaigned for the cancellation of the unpayable debts of the world's poorest countries.

- Never ignore questions, but steer them towards what you want to say – use the subject of the questions to make the points you want to make.
- Be an expert – remember that you are likely to know more about the issue than the interviewer.

Exercise

Participants prepare a radio interview on a topic of their choice. The facilitator acts as the interviewer and other participants give feedback and learn from the experience.

Evaluation

Description

This section shows the need for periodic evaluation of an advocacy initiative to see whether the objectives are being achieved, and whether any changes need to be made to the advocacy strategy. It also shows the importance of monitoring activities to show whether they are being implemented as planned. Monitoring and evaluation usually happen together.

Evaluation answers the questions:

- Have we achieved what we set out to achieve?
- If not, why not, and what might we need to change?

Monitoring answers the questions:

- Have we done the things we said we were going to do?
- If not, why not, and what needs to change?

Learning objectives

By the end of this section, participants will:

- **understand the need for monitoring and evaluation**
- **understand the process of evaluation.**

Links

This links with SECTION C0 (The advocacy cycle), SECTION C3.2 (Planning – What are you trying to do?) and SECTION C3.3 (Planning – Measuring success).

Tools

This section discusses the definitions of monitoring and evaluation, and contains two tools:

- A basic procedure for evaluation (TOOL 35)
- Learning review (TOOL 36)

Reasons for monitoring and evaluation

- Checking whether advocacy work is on track and determining whether any changes need to be made to the strategy
- Checking whether the objectives have been achieved
- Learning for future advocacy initiatives
- Accountability to community members who might want to know what you have said and done in their name
- Accountability to donors for use of funds.

Differences between monitoring and evaluation

MONITORING	EVALUATION
Continual collection of information	Periodic assessment
Measures activity	Evaluates success
Asks whether the project is being implemented as planned – whether it is on track	Asks whether the objectives have been achieved and contributed to the goal – whether the project is successful
Often uses people inside the project	Uses a mixture of people from inside and outside the project
May result in minor action to correct the situation	May result in major strategy change or even stopping the work

Monitoring activities

Monitoring is a way of checking that you are doing what you said you were doing, and identifying and addressing problems as they arise. It helps you to understand success or failure of your advocacy strategy.

For monitoring you simply go through each of the activities in the Activity Planning Worksheet (SECTION C3.7) or in the activities column in the Summary Advocacy Strategy (SECTION C0) and ask:

- Have we done this as we said we would, when we said we would and have we done it well?
- If not, why not?
- What activities do we need to change to get the strategy back on track?

Example 1

The activity was to deliver a three-day training course on analysing the root causes of poverty.

- You monitor whether this training course was delivered on time, whether it lasted three days and what was covered.
- If the course was delivered successfully, it is useful to learn why. For example, the community identified needs or the trainer already had contacts with community.
- If the course was not delivered as expected, find out why. For example, the roads were impassable or the community was not organised. Then decide whether you repeat or amend the activity, or try something different.

Example 2

The activity was for two local community groups to visit the Ministry of Agriculture to complain about the loss of grain subsidy.

- You monitor how many groups have tried to see the official, whether they managed to see him and what they spoke about.
- If they did manage to see the official, try to understand what enabled this to happen. For example, they sent a letter beforehand. Identify what can be learned for the future.
- If they did not manage to see the official, find out why. For example, he refused to see them or they wrote an aggressive letter. Then decide whether they should make another attempt or try a different activity.

Evaluating impact

Evaluation is more complicated than monitoring. It assesses the impact of a project, finds out whether objectives are still realistic and worth aiming for, gives credit for success to various factors or people and helps with accountability.

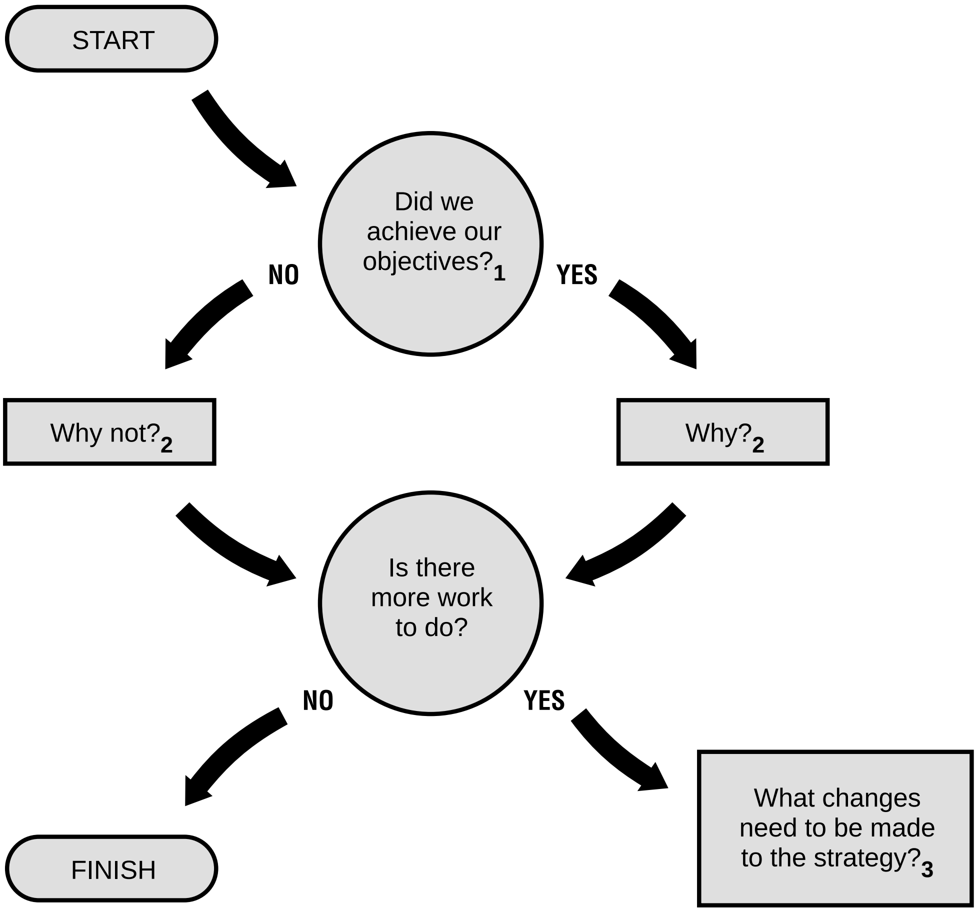
If you have SMART objectives and clear indicators and means of measurement (see SECTION C3.2 and C3.3) then evaluation will be a lot easier. You simply go through these three columns in the Summary Advocacy Strategy (see SECTION C0) and ask:

- Have we achieved our objectives?
- If not, why not?
- What needs to change in the strategy as a result?

Some useful tips

- Make sure that all relevant people participate in the evaluation.
- Make sure you have SMART objectives and clear indicators and means of measurement.
- Clarify what you are evaluating and do not try to measure too much at once.
- Use the existing reporting systems for monitoring if you have them.
- Try to understand why some activities have been successful and others have not.
- Always ask what you can learn from monitoring and evaluation results.

TOOL 35 A basic procedure for evaluation



1 **ACHIEVEMENT OF OBJECTIVES** To what degree did you achieve your objectives?

2 **KEY INFLUENCES** What contributed most to the success or failure of your initiative?

3 **CHANGES** What needs to be changed or done differently next time?

In terms of ongoing advocacy, there are three main options:

- Keep going with the strategy.
- Modify your approach based on the evaluation.
- Stop this particular initiative and learn from your mistakes next time.

Example

Objective That the government reintroduces subsidy for grain within four weeks.

- Evaluate the objective by seeing whether this subsidy has been reintroduced – look at government policy and speak to people who should be receiving subsidy.
- If it has been reintroduced, try to understand what contributed to success, such as a media campaign highlighting problems, involvement of international NGOs.
- If you have not achieved the objective, try to understand why not. For example, the activities were not implemented as agreed, the media was hostile to your demands, the government had signed a deal with the IMF for more loans if it reduced grain subsidy.
- Do you still have a chance of success? If so, what changes need to be made to the strategy? This might involve focusing your advocacy work on the IMF or mobilising massive public pressure.

Possible reasons for failure or success

Reasons for success

- Good contacts with policy makers, built on previous good relationships.
- Reliable, accurate and detailed information.
- Good use of existing contacts, networks and information available.
- Realistic objectives that could be reached within the given time frame.
- Local community were mobilised and undertook research, generated proposals and represented themselves to decision-makers.
- A march showed high degree of concern among local people.
- Clear lines of responsibility.

Reasons for failure

- Policy-makers would not listen, or could not get access to policy-makers.
- Did not have enough information.
- Did not have enough people or time and therefore did not implement strategy as planned.
- Too few allies.
- Process slower than expected.
- People did not do the activities they promised.
- Did not have enough technical or legal understanding.

TOOL 36 Learning review

After any action, whether it is a visit to a decision-maker or a whole advocacy strategy, it is useful to undertake a learning review. This is a participatory evaluation of a piece of work in order to learn basic lessons for the next time you carry out a similar activity.

It works with between four and eight people and a facilitator asks each participant:

- What one thing went well?
- What one thing did not go as well as expected?

For each point, participants discuss why it went well (or did not go well) and develop specific recommendations for next time. These are then placed into a table, as below, so others can learn for future work.

Be as specific as possible!

Example: mobilising a community for a mass demonstration

WHAT WENT WELL	TO LEARN FOR NEXT TIME
March was peaceful	Stress peaceful nature of march in all literature and announcements.
Many groups were involved	Start building network three months before demonstration
Key decision-makers came	Inform decision-makers early
Positive policy change resulted	Give decision-makers a platform to announce positive changes if they have any

WHAT DID NOT GO WELL	TO LEARN FOR NEXT TIME
Disorganised on the day	Ensure one person is in charge of organisation
Some church representatives did not come	Speak to all churches and explain the exact nature of the event

Resources and contacts

Tearfund resources

- *Advocacy and Debt: a practical guide* (2001) by Bryan Evans and Sheila Melot. Available in English, French, Spanish and Portuguese. £2.50/$4 per copy.
- *Advocacy and Water: a practical guide* (2001) by Joanne Green and Sheila Melot. Available in English, French, Spanish and Portuguese. £2.50/$4 per copy.
- *Building the capacity of local groups: PILLARS guide* (2001) by Isabel Carter. Available in English and French. £3.50/$5 per copy.
- *Footsteps issue 45: Advocacy* (2000). Available in English, French, Spanish and Portuguese.
- *Getting People Thinking* (2000) by Sheila Melot. Available in English, French, Spanish and Portuguese. £1.00/$1.50 per copy.

Other community development resources

- *Participatory Learning and Action, Trainers Guide* (1995) by Jules Pretty and others, for International Institute for Environment and Development. Website: www.iied.org
- *Training for Transformation: a handbook for community workers. Books 1–4* (1999) by Anne Hope and Sally Timmel. Intermediate Technology Publications. Website: www.itdgpublishing.org.uk

Websites of resource institutions

- Details of United Nations summits, conferences and events are given at www.un.org/events/index.html
- All United Nations organisations can be accessed at www.unsystem.org

For information and data on different countries and topics, see:

- www.worldbank.org
- www.imf.org
- www.unicef.org
- www.undp.org

Some US-based advocacy support organisations are:

- The Advocacy Institute – www.advocacy.org
- The Advocacy Project – www.advocacynet.org (where you can subscribe to the Advocacynet on-line newsletter)
- International Justice Mission – www.ijm.org Christian organisation dealing with human rights abuses

- Human rights watch is a human rights organisation with a great deal of information available www.hrw.org/links.html

Other sites where you can learn about development include:

- www.ids.ac.uk/particip/research/pathways.html
  (a source of information and support on participatory methodology)
- www.bond.org.uk/lte/guidancenotes/logframes1.html
  (for information on how to complete a log-frame plan)
- www.learningchannel.org
- The best site for news and links, with a searchable directory of hundreds of NGOs, is www.oneworld.net

Bibliography

Advocacy for Social Justice (2001) Oxfam America and Advocacy Institute

Advocacy Sourcebook (1997) Institute for Development Research

Advocacy Study Pack (1999) Tearfund

Campaigning Manual (1997) Amnesty International

Monitoring and Evaluating Advocacy (2001) by Jenny Chapman and Amboka Wameyo, Action Aid

Report: Partner Workshop, Bangalore, India (1999) Christian Aid

Workshop Report: Building Knowledge and Community for Action, Boston, USA (1999) Institute for Development Studies

Advocacy Toolkit:
Practical action in advocacy

by Graham Gordon

ISBN 1 904364 00 4

Published by Tearfund
100 Church Road, Teddington, TW11 8QE, UK
Registered Charity No 265464